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ABSTRACT

To ascertain the effectiveness of the inservice approaches utilized in the original Michigan Vocational Education Advisory Committee Project, a followup state survey was conducted. The original project, to improve the operating effectiveness of vocational education advisory committees throughout the state, involved (1) development of a guide to provide inservice education for vocational directors, teacher-educators, teachers, and advisory committee members, (2) a series of fifteen regional workshops to acquaint teachers and administrators with materials and techniques, and (3) utilization of second-party trainers as workshop leaders for a series of additional workshops. Analysis of data showed that 90% of the 900 participants received the Guide for Effective Utilization of Advisory Committees; three-fourths felt it was useful; vocational administrators expressed a need for more information on the State Plan and ongoing vocational technical programs; many teacher-educators are not updated to developments in the field; advisory committee members are not knowledgeable in some areas of their involvement; and the second-party trainer approach was effective due to the person-to-person communication lines that developed between teachers, administrators, and second-party trainers. Recommendations include continuation of the second-party trainer approach for both inservice and for information dissemination. (Over half of the report consists of data tables and appended survey materials.) (JT)

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"A Follow-up Study of the Development and Implementation of an In-Service Training Dealing with the Use of Advisory Committees in Michigan's Vocational Education Programs."

Prepared by

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As Part of
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For
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Section 1

Background for the Study

During the Spring of 1974 Central Michigan University was granted $45,903 from the Michigan Department of Education to conduct a project on improving the operating effectiveness of vocational education advisory committees throughout the State of Michigan.

The project focused on four major areas:

1. A study to determine the current level of advisory committee utilization on a state-wide basis.
2. The development of instructional materials to provide in-service education for vocational directors, teacher educators, teachers, and advisory committee members.
3. A series of 15 regional workshops specifically designed to acquaint teachers and administrators with the techniques for maximizing the effectiveness of their advisory committees.
4. Utilize Central Michigan University as a coordinating agent to implement the instructional materials developed in both pre-service and in-service programs in the state.

In addition to these main phases, a concerted effort was made to provide a broader approach to in-service training by utilizing second-party trainers as workshop leaders for a series of additional workshops.

Purpose of the Study

The prime reason for this project was to ascertain the effectiveness of the in-service training approaches utilized in the original Vocational Education Advisory Committee Project. More specifically, the goals of the project were:

1. To systematically collect data relating to the initial needs assessment questionnaire distributed to vocational directors and occupational deans.
2. To systematically collect data relating to "Part II, Assessment and Goal Setting Development--Local Advisory Committee Action Plan," as developed by in-service workshop participants at randomly selected workshop sites.
3. To systematically collect data regarding the effectiveness of the second-party trainer approach to in-service development.

Basis for the Follow-Up Study

The major portion of the Final Project Report for the Vocational Education Advisory Committee Project as submitted to the Vocational-Technical Education Service of the Michigan Department of Education during the Spring of 1975, provided the following recommendations regarding Evaluation Activities and Follow-Up Suggestions. In addition to the evaluation activities carried out as an integral component of the Project (See Appendix A for independent project evaluation), there were two commitments made in connection with the Project. First, a follow-up study would be made of the individuals involved in the Needs Assessment and the regional workshops. Secondly, a series of follow-up suggestions were made with respect to longer range evaluation efforts. The recommendations took the following format:

Follow-Up Study

The follow-up study for individuals involved in the initial phases of the Project was conducted between April 15 and May 15, 1975. This study focused on the following four major areas:

1. Conducting a follow-up study of all In-Service workshop participants using Part 2--"Assessment and Goal Setting Development" of the Local Advisory Committee Action Plan.
2. Conducting a follow-up study of all in-service workshop participants using the attitudinal format used during the workshop.
3. Conducting a follow-up study of all direct mailing participants for evaluation of Needs Assessment Study.
4. Conducting a follow-up study of the teacher educators trained to implement the materials to assess their attitude toward the usability, effectiveness, and implications of the instructional materials (sound/slide package, filmstrips, and Guide).

Follow-Up Suggestions

There were numerous strategies suggested to be utilized to determine the total impact of the initial activities with respect to the use of advisory committees in the State of Michigan. The following represents the suggestions that either singularly or collectively could provide greater insights into the effectiveness of the materials produced and activities conducted within the Project:

1. Survey all participating teacher education institutions to determine the utilization of the Advisory Committee materials within their programs.

2. Compile a tabulation of all Advisory Committee follow-up workshop requests in conjunction with VTES.
3. Conduct a follow-up study of all in-service workshop participants and follow-up workshop participants using Part 2, "Assessment and Goal Setting Development," of the Local Advisory Committee Action Plan.
4. Compile a report to describe the results of all follow-up studies.
5. Compile a listing of all self-instructional packages used, by whom, and when used.
6. Solicit input regarding refinement and supplementation of the materials in the Guide for Effective Utilization of Advisory Committees from in-service and follow-up workshop participants as well as self-instructional users.
7. Revise, expand, and/or edit Guide for the Effective Utilization of Advisory Committees.
8. Study changes in practice (State Department policies, formation of advisory committees, effective use of advisory committees, etc. at the local level).
9. In addition, evaluative components could be integrated into other related activities, such as:
   a. Hold annual workshop leader/teacher educator training sessions. Use these as a vehicle for refining existing materials and developing additional materials.
   b. Integrate the advisory committee materials as part of an on-going university-based leadership development seminar for vocational education administrative and instructional personnel.

c. Sponsor workshops to revise and update the materials so that they remain consistent with the State Plan and Administrative Guide.

d. Develop advisory committee utilization guidelines and resource materials for career awareness and exploration programs.

e. Develop appropriate teacher education/workshop leader materials for career awareness and exploration advisory committee utilization.

With these specific recommendations in mind, the "Follow-Up Study of the Development and Implementation of an In-Service Training Dealing with the Use of Advisory Committees in Michigan's Vocational Education Programs" was initiated with the cooperation of Dr. Robert Weishan, Vocational-Technical Education Service, Michigan Department of Education and Dr. Leslie Cochran, Vice Provost, Central Michigan University.

Methods and Procedures

Many aspects of the study were very similar to those used in the Advisory Committee Project. One of the similarities was that of the time period involving the data collection portion of each study. Both the follow-up and original data collection periods extended through the months of May and June, but the follow-up was conducted nearly two years after the initial data collection for the Project. Another similarity between this study and the Advisory Committee Project is that of the extensive utilization of data collection instruments and procedures. However, this latter aspect is one that was necessitated over the desire to extract the most objective data possible.

Data Collection Instrument

The data collection instrument utilized for the first phase of the follow-up was exactly the same as that distributed in the Spring of 1974 for the Advisory Committee Project.

Vocational Directors - Package One

This package was distributed to all reimbursed vocational directors in 103 school districts on May 25, 1976. This included:

1. Cover letter to the vocational director. (Appendix B)
2. Part 1 of the Questionnaire--The determination of participants in the Advisory Committee Project in-service and/or utilization of the self-instructional portion of the Advisory Committee Project materials (Appendix C).
3. Part 2 of the Questionnaire--Exactly the same form of the needs assessment questionnaire that was utilized for the Advisory Committee Project (Appendix D).

Package one was distributed by mail on May 25, 1976.

Occupational Directors - Package Two

This package was distributed to the 30 occupational deans in the community colleges on May 25, 1976. It contained:

1. Cover letter to the occupational dean (Appendix B).
2. Part 1 of the Questionnaire--The determination of the participation in the Advisory Committee Project in-service or the self-instructional portion of the Advisory Committee Project materials (Appendix C).
3. Part 2 of the Questionnaire--Exactly the same form of the needs assessment questionnaire that was utilized for the Advisory Committee Project (Appendix D).

Original Workshop Participants - Package Three

On May 25, 1976, the following package was sent to 115 individuals who participated in the regional Advisory Committee Project workshops, and at that time developed "Part II - Assessment and Goal Setting--Local Committee Action Plan."

1. Cover letter to the participant. (Appendix B)
2. Form A - Assessment and Goal Setting section of the Local Action Plan (Appendix E).
3. Form B - Questionnaire for the regional workshop participant to solicit their perceptions regarding those workshops (Appendix F).

Second Party Trainer Workshop Participants - Package Four

Package Four was distributed to the 411 participants of the Second Party Trainer Workshops held during 1975 and a portion of 1976. It contained:

1. Cover letter to the workshop participant (Appendix B).
2. Form B - Questionnaire for the Second Party Trainer Workshop participant to solicit their perceptions regarding those workshops (Appendix G).

Second Party Trainer - Package Five

This package was distributed to all 35 Certified Second Party Trainers of the Advisory Committee Project materials. (See Appendix G). Package Five contained the following:

1. Cover letter Second Party Trainer. (Appendix H)
2. Questionnaire regarding implementation of the Advisory Committee Project materials into pre-service activities (Appendix J).

This package was also distributed by mail on May 25, 1976.

Data Collection Follow-Up

The initial date for the return of all instruments was established as June 11, 1976. In an attempt to obtain the maximum response to all the packages, follow-up letters were sent to those samples who had not responded to the initial mailing. The follow-up letters were distributed on June 14, 1976 (See Appendix K). Responses to this follow-up effort were accepted until July 15, 1976.

The Findings

The thrust of Package One was an attempt to analyze the degree of success that the cooperating vocational directors achieved regarding their suggested levels of advisory committee functions (1974) and their existing advisory committee perceptions (1976). As a basis for this comparison only the vocational directors who responded to both the 1974 Needs Assessment and the 1976 Needs Assessment Follow-Up were compared. Table (1) illustrates the types of returns that the Follow-Up attracted from vocational directors at the secondary level.

As Table 1 indicates, there were thirty (30) usable responses for the secondary vocational directors. For the purpose of their study, a usable response is defined as one that meets the following guidelines:

- The Secondary vocational director responded to the Needs Assessment distributed in 1974.
- The Secondary vocational director responded to the Follow-Up instrument distributed in 1976.
- The Secondary vocational director attended one of the Advisory Committee Workshops held during 1974.

and/or

- The Secondary vocational director utilized the Self-Instructional package as developed by the Advisory Committee Project team.

First of all, the rankings of the group of thirty (30) vocational directors who submitted usable responses were extracted for their Rankings of Existing and Suggested Advisory Committee Activities as Viewed by Vocational Directors (1974) (See Table 2). This approach was utilized due to the fact that Table I "Ranking of Existing and Suggested Occupational Advisory Committee Activities As Viewed by Vocational Directors" which was reported in the 1974 Needs Assessment Report (See Appendix A) included the responses of all vocational directors (56). However, the correlation of the usable sub-group of thirty of fifty-six vocational directors to the over 11 group is highly compatible (See Table 3). The rankings of Suggested Advisory Committee Activities by the usable vocational directors are reflected in Table 4. In an effort to remain consistent, Table 5 is the "Rank of Existing and Suggested Advisory Committee Activities as Viewed by Vocational Directors" in 1976. Again, as in Table 2, Table 5 represents the usable vocational directors.

Table 6 represents the rand order of the opinions of the usable vocational directors regarding the forty-one specific advisory committee functions.

Consequently, utilizing the information from Tables 4 and 6, Table 7 represents the rank differences between the 1974 Suggested Ranks and the Existing 1976 Ranks. Implementation of the Spearman Rank Correlation Test indicates that there is no correlation between the rank orders of the Suggested 1974 Functions and the 1976 Existing Functions at either the .05 or .10 level of significance. However, using a simple sign test, that eighteen of the sub-functions had been met or exceeded, with the following areas exhibiting "Important Change"; that is; a change of between 6-10 in rank:

- Use of Occupational Outlook Handbook
- Organization of Employer-Student Conferences

In addition, the following sub-activities exhibited a "Significant Change"; that is; a change of rank exceeding 10 rank orders;

- Review of Topical Outline
- Suggesting Bid Solicitation
- Review of Teacher Selection Criteria
- Use of Annual State Department Review Questionnaire
- Suggestions for Program Improvement

Package Two was an effort to analyze the effects of the Post-Secondary administrative leadership of the state. The same type of information was solicited from the occupational deans, as was from the vocational directors. The response to the follow-up study is characterized in Table 8. Again, as in the information gathered for the vocational directors, it was categorized usable or not usable. Tables 9 and 10 highlight the forty-one sub-functions and the isolation of the attitudes of the usable deans regarding these functions as viewed in 1974. Again, as in the Tables reflecting the usable vocational directors there is a high degree of correlation between the total responses of occupational deans (non-control) and the usable responses (controlled).

As was the case in Table 6, Table 11 represents the rank order of the specific forty-one sub-functions of advisory committee activity as viewed by the occupational deans (usable) in 1974. Tables 12 and 13 represent the "Ranking of Existing and Suggested Advisory Committee Activities as Viewed by Occupational Deans of the Community Colleges in 1976" and the "Ranking of Specific Advisory Committee Functions for Post-Secondary Vocational Education Programs, Existing in 1976", respectively.

Again, utilizing the sign test, the indication that 24 of the 41 sub-functions had positive movement indicated that there was significant agreement between the Suggested 1974 rankings and the Existing 1976 rankings. Moreover, the following sub-activities exhibited an "Important Change":

- Use of Occupational Outlook Handbook
- Use of Community Survey Data
- Employment of Graduates
- Suggesting Recruitment Policies
- Review of Teaching Applicants
- Obtaining Personnel of Classroom Presentations

Furthermore, the following areas were significant in being considered as a "Significant Change":

- Survey Community Needs
- Survey of Equipment in Industry
- Suggesting Equipment Replacement
- Review of Teacher Selection Criteria
- Recommending Potential Candidates
- Use of Annual State Department Review Questionnaire
- Obtaining Consultants for Teachers

This data can be found in Table 14 which reflects the rank differences between the 1974 Suggested rankings and the 1976 Existing rankings.

The specific focus of Package Three was to ascertain the degree to which selected original workshop participants attained their "Action Plan" goals. Seventeen sub-function activities were attained or exceeded by the participants attaining the participation of their advisory committees regarding the Review of Performance Objection. Gaining nearly the same degree of utilization was the activity dealing with the use of Annual State Department Review Questionnaire.

The activities which exhibited the least degree of attainment were: Liaison with M.E.S.C. followed by Employment of Graduates, Evaluation of Student Performance, and Recommending Potential Candidates.

Table 16 reflects the overall evaluation of the Original Workshop Participants' attitudes towards the workshop with a Mean Evaluation of 3.68 being determined, which would place the overall evaluation between So-So and Good. Of the 115 participants surveyed with this approach, thirty-four (34) responded, or 29.6 percent.

Package Four attempted to extract the Second-Party Trainer Workshop Participants' attitudes towards their workshops. Of the four hundred and eleven (411) survey instruments distributed, one hundred and fifty-nine were returned, or 38.7 percent. Table 17 reflects their evaluation of the workshops with a Mean Evaluation of 3.99 or a "Good" rating. Comparison of the Mean Evaluation of Tables 16 and 17 indicate by means of a Z test that there is a difference of the means at a significant level set at .05, but at a significant level of .10 there is no difference.

Table 20 is an overview of the rankings of responses reported in Tables 18 and 19 which indicated the "Ranking of Responses to Evaluation of Advisory Committee Workshop Participants", both at regional and second-party trainer workshops. Using the Spearman Rank Correlation, there is a correlation between the two groups of .83, which is significant at the .001 level.

Moreover, 90.7 percent of the participants of both types of workshops responded in a positive manner regarding the question of receiving the "Advisory Committee Handbook".

Package Five was developed to assess the degree of commitment of the representative public and private univeristy and colleges regarding the pre-service implementation of the advisory committee materials. As is evident in Table 21, the majority of institutions have or are implementing segments of the advisory committee materials into on-going programs and courses. However, only representatives of two institutions, Eastern Michigan University and Madonna College were aware of new course development regarding the advisory committee concept. Appendices L and M reflect comments from workshop leaders concerning courses and material utilization of and concerning the advisory

committee package. Of the thirty-five questionnaires distributed to workshop leaders, twenty-one were returned or 60 percent, with at least a representative response from each institution surveyed.

Conclusions and Recommendations

After careful analysis of the data, which was made available by means of this follow-up study, the following conclusions and recommendations are presented:

1. As of July 1976, 411 Second Party Trainer Workshop participants had been involved with the Vocational Education Advisory Committee Workshop. This in combination with the original workshop participants, (550), allowed more than nine-hundred persons concerned with vocational education to be involved.

Recommendation

Offering of regional workshops by Second Party Trainers should be continued.

2. From the percentages of those workshop participants surveyed, and extrapolating those percentages, it can be assumed that over 90 percent of the participants received the "Guide".

Recommendation

The use of regional and second party trainer workshops should be continued as a distribution method for dissemination of vocational-technical education materials developed for the VTES.

3. Over three-fourths of the workshop participants surveyed indicated that the "Resource Section" of the Guide was useful, and the same number felt that the materials would be useful on the job.

Recommendation

Utilizing the information from this study, revise and edit the Guide for The Effective Utilization of Advisory Committees.

4. The nature of the initial Advisory Committee Project and the 1976 Amendment to the Vocational Education Act have and continue to stress the need for the implementation and utilization for input from all segments of our communities.

Recommendation

To establish a steering committee to provide advisement for the development of a conference specifically for the certification of administrators of Vocational/Technical Education.

A. Membership of this steering committee would consist of:

1. Representative of MCUA.
2. Representative of MODAC.
3. Representation of Secondary Unit of VTES.
4. Representation of the Post-Secondary Unit-Higher Education Management Section.
5. Representative of State Advisory Council for Vocational Education

5. The workshops and follow-up study also provided sufficient input from vocational administrators regarding the "need to know" what is happening to (1) The State Plan and (2) On-Going Vocational Technical Programs.

Recommendation

Develop an in-depth, comprehensive, annual "Administrators Certification Conference". This conference would be required for certification of reimbursed vocational directors and occupational deans.

6. During the duration of the Advisory Committee Project and the Follow-Up Project, it became apparent that many teacher-educators in the field of vocational-technical education were not updated to the developments in the field.

Recommendation

To develop and maintain certification requirements specifically to teacher-trainers in the field of vocational-technical education.

A. Minimum requirements would be similar to those requirements set forth for reimbursed vocational administrators in the 1976 State Plan for Vocational Education.

B. Teacher-trainer educators be required to attend an annual conference as recommended under Item 5 of this section.

7. Much of the data gathered during the follow-up study alluded to the fact that advisory committee members were not knowledgeable in the sub-function areas of involvement as listed in the Needs Assessment.

Recommendation

Require each institution (Secondary and Post-Secondary) to establish and maintain a general institutional advisory committee for vocational-technical education. In addition, each institution would be required to appoint a chairperson for such a committee and have this individual attend an annual regional workshop for Advisory Committee Chairpersons.

8. Any effectiveness that was exhibited by means of the Second-Party-Trainer approach was due in large part to the personal involvement of the "person to person approach" and the communication lines that developed between the workshop participants, that is, the "front-line" vocational-technical teachers, the vocational administrators and the Second-Party-Trainers.

In addition, the on-going input, which was provided by means of the original regional workshop participants, for materials revision, was also a highly effective and efficient approach for in-service training for both participants and workshop leaders.

Recommendation

To continue to utilize the Second-Party-Trainer approach, not only as an in-service technique, but as a maintenance of the "state of the art" technique for teacher-trainers of vocational-techincal education programs. For it appears that the lines of communication are strengthened for all parties by utilizing this technique.

Section 2

TABLE 1

SUMMARY OF RESPONSES FROM VOACTIONAL DIRECTORS 1976 FOLLOW-UP STUDY

RESPONDENT	NUMBER MAILED	NUMBER RETURNED	PERCENTAGE
Vocational Directors who participated in 1974 Assessment, 1976 Follow-up and the Advisory Committee Workshop or Utilized the Self-Instructional Material		30	
Vocational Directors who participated in only portions of the total evaluation package		37	
TOTAL VOCATIONAL DIRECTORS in Follow-Up Study	100	67	67.0

TABLE 2

RANKING OF EXISTING AND SUGGESTED ADVISORY COMMITTEE ACTIVITIES AS VIEWED BY VOCATIONAL DIRECTOR

AS VIEWED IN 1974
N=30

	EXISTING			SUGGESTED		
	NO.	Percent	RANK	NO.	Percent	RANK
1. Occupational Surveys						
A. Use of Michigan Manpower Development Handbook.	1	3.3	39.5	6	20.0	39.0
B. Consultation with Michigan Employment Security Commission	4	13.3	31.5	10	33.3	33.5
C. Use of Occupational Outlook Handbook.	5	16.7	25.5	9	30.0	36.0
D. Surveys Community Needs	11	36.7	10.0	17	56.7	13.5
E. Use of Community Survey Data.	11	36.7	10.0	17	56.7	13.5
2. Course Content Advisement						
A. Identification of Occupational Competencies.	21	70.0	1.0	23	76.7	1.0
B. Development of Program Goal Statements	10	33.3	13.5	18	60.0	11.0
C. Review of Topical Outlines.	12	40.0	8.0	14	46.7	21.5
D. Review of Performance Objectives. . .	11	36.7	10.0	22	73.3	2.5
3. Student Placement						
A. Organization of Employer-Student Conferences	5	16.7	25.5	13	43.3	25.0
B. Notification of Job Openings.	7	23.3	18.0	21	70.0	5.5
C. Writing Recommendation Letters for Students.	5	16.7	25.5	10	33.3	33.5
D. Employment of Graduates	17	56.7	2.5	21	70.0	5.5
E. Review of Follow-Up Studies	10	33.3	13.5	15	50.0	18.5
F. Liaison with M.E.S.C.	3	10.0	34.5	11	36.7	30.5
4. Community Public Relations						
A. Speaking to Civic Groups.	5	16.7	25.5	14	46.7	21.5
B. Input at Program Funding Activities .	2	6.7	36.5	10	33.3	33.5
C. Input at Public Hearings.	3	10.0	34.5	12	40.0	28.0
D. Promoting the Program Via the Media .	4	13.3	31.5	20	66.7	9.0
E. Development of Promotional Materials.	5	16.7	25.5	20	66.7	9.0

TABLE 2

RANKING OF EXISTING AND SUGGESTED ADVISORY COMMITTEE ACTIVITIES AS VIEWED BY VOCATIONAL DIRECTOR

AS VIEWED IN 1974
N=30

TABLE 2
PAGE TWO

	EXISTING			SUGGESTED		
	NO.	Percent	RANK	NO.	Percent	RANK
5. Equipment and Facilities						
A. Review of Equipment and Facilities. .	17	56.7	2.5	21	70.0	5.5
B. Survey of Equipment in Industry . . .	10	33.3	13.5	17	56.7	13.5
C. Suggesting Equipment Replacement. . .	13	43.3	6.5	20	66.7	9.0
D. Calculation of Depreciation Allowances	1	3.3	39.5	8	26.7	37.5
E. Suggesting Bid Solicitation	6	20.0	20.5	10	33.3	33.5
F. Soliciting Equipment Donations. . . .	4	13.3	31.5	15	50.0	18.5
6. Program Staffing						
A. Review of Teacher Selection Criteria	2	6.7	36.5	8	26.7	37.5
B. Suggesting Recruitment Policies . . .	1	3.3	39.5	5	16.7	40.0
C. Recommending Potential Candidates . .	6	20.0	20.5	11	36.7	30.5
D. Review of Teaching Applicants	1	3.3	39.5	2	6.7	41.0
7. Program Review						
A. Evaluation of Student Performance . .	5	16.7	25.5	12	40.0	29.0
B. Evaluation of Teacher Performance . .	4	13.3	31.5	16	53.3	16.5
C. Use of Annual State Department Review Questionnaire.	10	33.3	13.5	14	46.7	21.5
D. Suggestions for Program Improvement .	13	43.3	6.5	13	43.3	25.0
E. Comparing Accomplishments with Stated Objectives	7	23.3	18.0	17	56.7	13.5
F. Making Periodic Reports to Administration	7	23.3	18.0	14	46.7	4.5
8. Obtaining Community Resources						
A. Arranging Field Trips	5	16.7	25.5	12	40.0	29.0
B. Recommending Potential Co-op Work Stations.	14	46.7	5.0	21	70.0	5.5
C. Identifying Community Resources . . .	15	50.0	4.0	22	73.3	7.5
D. Obtaining Personnel for Classroom Presentations	8	26.7	16.0	16	53.3	16.5
E. Obtaining Consultants for Teachers. .	5	16.6	25.5	13	43.3	25.0

TABLE 3

COMPARISON OF RANKINGS OF EXISTING AND SUGGESTED OCCUPATIONAL ADVISORY COMMITTEE ACTIVITIES AS VIEWED BY VOCATIONAL DIRECTORS IN 1974 (Controlled and Non-Controlled)

	EXISTING		SUGGESTED	
	NC	C	NC	C
1. Occupational Surveys				
A. Use of Michigan Manpower Development Handbook.	36.5	39.5	37.5	39.0
B. Consultation with Michigan Employment Security Commission	17.0	31.5	24.5	33.5
C. Use of Occupational Outlook Handbook.	22.5	25.5	34.0	36.0
D. Surveys Community Needs	15.0	10.0	16.0	13.5
E. Use of Community Survey Data.	15.0	10.0	10.5	13.5
2. Course Content Advisement				
A. Identification of Occupational Competencies.	1.0	1.0	1.0	1.0
B. Development of Program Goal Statements	8.5	13.5	13.5	11.0
Review of Topical Outlines.	6.0	8.0	24.5	21.5
Review of Performance Objectives. . .	12.5	10.0	3.5	2.5
3. Student Placement				
A. Organization of Employer-Student Conferences	22.5	25.5	19.0	25.0
B. Notification of Job Openings.	8.5	18.0	2.0	5.5
C. Writing Recommendation Letters for students.	34.5	25.5	33.0	33.5
D. Employment of Graduates	3.0	2.5	6.0	5.5
E. Review of Follow-Up Studies	22.5	13.5	18.0	18.5
F. Liaison with M.E.S.C.	26.0	34.5	30.0	30.5
4. Community Public Relations				
A. Speaking to Civic Groups.	28.5	25.5	28.0	21.5
B. Input at Program Funding Activities .	32.0	36.5	36.0	33.5
C. Input at Public Hearings.	36.5	34.5	28.0	28.0
D. Promoting the Program Via the Media .	32.0	31.5	16.0	9.0
E. Development of Promotional Materials.	28.5	25.5	13.5	9.0

TABLE 3
PAGE TWO

	EXISTING		SUGGESTED	
	NC	C	NC	C
5. Equipment and Facilities				
A. Review of Equipment and Facilities. .	2.0	2.5	8.5	5.5
B. Survey of Equipment in Industry . . .	10.5	13.5	16.0	13.5
C. Suggesting Equipment Replacement. . .	4.5	6.5	8.5	9.0
D. Calculation of Depreciation Allowances	41.0	39.5	37.5	37.5
E. Suggesting Bid Solicitation	34.5	20.5	35.0	33.5
F. Soliciting Equipment Donations. . . .	22.5	31.5	24.5	18.5
6. Program Staffing				
A. Review of Teacher Selection Criteria	39.0	36.5	39.5	37.5
B. Suggesting Recruitment Policies . . .	39.0	39.5	39.5	40.0
C. Recommending Potential Candidates . .	26.0	20.5	31.5	30.5
D. Review of Teaching Applicants	39.0	39.5	41.0	41.0
7. Program Review				
A. Evaluation of Student Performance . .	20.0	25.5	20.0	28.0
B. Evaluation of Teacher Performance . .	30.0	31.5	28.0	16.5
C. Use of Annual State Department Review Questionnaire.	15.0	13.5	24.5	21.5
D. Suggestions for Program Improvement .	4.5	6.5	6.0	25.0
E. Comparing Accomplishments with Stated Objectives	18.0	18.0	10.5	13.5
F. Making Periodic Reports to Administration	19.0	18.0	21.5	21.5
8. Obtaining Community Resources				
A. Arranging Field Trips	32.0	25.5	31.5	28.0
B. Recommending Potential Co-op Work Stations.	7.0	5.0	6.0	5.5
C. Identifying Community Resources . . .	10.5	4.0	3.5	2.5
D. Obtaining Personnel for Classroom Presentations	12.5	16.0	12.0	16.5
E. Obtaining Consultants for Teachers. .	26.0	25.5	21.5	25.0

TABLE 4

RANKING OF SPECIFIC ADVISORY COMMITTEE FUNCTIONS FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

RANK	MAJOR COMMITTEE FUNCTION	SPECIFIC ADVISORY COMMITTEE FUNCTION
1.0	CCA	Identification of Occupational Competencies
2.5	CCA	Review of Performance Objectives
2.5	OCR	Identifying Community Resources
5.5	SP	Notification of Job Openings
5.5	SP	Employment of Graduates
5.5	EF	Review of Equipment and Facilities
5.5	OCR	Recommending Potential Co-op Work Stations
9.0	CPR	Promoting the Program Via the Media
9.0	CPR	Development of Promotional Materials
9.0	EF	Suggesting of Equipment Replacement
11.0	CCA	Development of Program Goal Statements
13.5	OS	Survey of Community Needs
13.5	OS	Use of Community Survey Data
13.5	PR	Comparing Accomplishments with Stated Objectives
13.5	EF	Survey of Equipment in Industry
16.5	OCR	Obtaining Personnel for Classroom Presentations
16.5	PR	Evaluation of Teacher Perfromance
18.5	SP	Review of Follow-Up Studies
18.5	EF	Solicating Equipment Donations
21.5	CCA	Review of Topical Outlines
21.5	CPR	Speaking to Civic Groups
21.5	PR	Use of Annual State Department Questionnaire
21.5	PR	Making Periodic Reports to Administration
25.0	SP	Organization of Employer-Student Conference
25.0	PR	Suggestions for Program Improvement
25.0	OCR	Obtaining Consultants for Teachers
28.0	CPR	Input at Public Hearings
28.0	PR	Evaluation of Student Performance
28.0	OCR	Arranging Field Trips
30.5	SP	Leasion with M.E.S.C.
30.5	PS	Recommending Potential Candidates
33.5	OS	Consultation with Michigan Employment Security Commission
33.5	CPR	Input at Program Funding Activities
33.5	SP	Writing Recommendation Letters for Students
33.5	EF	Suggesting Bid Solicitation
36.0	OS	Use of Occupational Outlook Hankbook
37.5	EF	Calculation of Depreciation Allowances
37.5	PS	Review of Teacher Selection Criteria
39.0	OS	Use of Michigan Manpower Development Handbook
40.0	PS	Suggesting Recruitment Policies
41.0	PS	Review of Teaching Applicants

TABLE 5

RANK OF EXISTING AND SUGGESTED ADVISORY COMMITTEE ACTIVITIES AS VIEWED BY VOCATIONAL DIRECTOR S

AS VIEWED IN 1976
N=27

	EXISTING			SUGGESTED		
	NO.	Percent	RANK	NO.	Percent	RANK
1. Occupational Surveys						
A. Use of Michigan Manpower Development Handbook.	2	7.4	40.0	8	29.6	35.0
B. Consultation with Michigan Employment Security Commission	6	22.2	28.5	12	44.4	23.5
C. Use of Occupational Outlook Handbook.	6	22.2	28.5	11	40.1	27.5
D. Surveys Community Needs	9	33.3	20.0	18	66.7	8.5
E. Use of Community Survey Data.	13	48.1	12.0	17	63.0	11.5
2. Course Content Advisement						
A. Identification of Occupational Competencies.	22	81.5	1.0	21	77.8	2.0
B. Development of Program Goal Statements	15	55.6	8.5	16	59.3	15.0
C. Review of Topical Outlines.	15	55.6	8.5	17	63.0	11.5
D. Review of Performance Objectives. . .	21	77.8	2.5	21	77.8	2.0
3. Student Placement						
A. Organization of Employer-Student Conferences	12	44.4	15.0	15	55.6	18.0
B. Notification of Job Openings.	14	51.9	10.0	19	70.4	6.0
C. Writing Recommendation Letters for Students.	4	14.8	36.0	9	33.3	32.5
D. Employment of Graduates	12	44.4	15.0	18	66.7	8.5
E. Review of Follow-Up Studies	13	48.1	12.0	17	63.0	11.5
F. Liaison with M.E.S.C.	4	14.8	36.0	8	29.6	35.0
4. Community Public Relations						
A. Speaking to Civic Groups.	9	33.3	20.0	11	40.1	27.5
B. Input at Program Funding Activities .	8	29.6	23.0	13	48.1	21.5
C. Input at Public Hearings.	3	11.1	38.5	11	40.1	27.5
D. Promoting the Program Via the Media .	5	18.5	32.5	12	44.4	23.5
E. Development of Promotional Materials.	5	18.5	32.5	14	51.9	20.0

TABLE 5

RANK OF EXISTING AND SUGGESTED ADVISORY COMMITTEE ACTIVITIES AS VIEWED BY VOCATIONAL DIRECTOR S

AS VIEWED IN 1976
N=27

TABLE 5
PAGE TWO

	EXISTING			SUGGESTED		
	NO.	Percent	RANK	NO.	Percent	RANK
5. Equipment and Facilities						
A. Review of Equipment and Facilities. .	21	77.8	2.5	21	77.8	2.0
B. Survey of Equipment in Industry . . .	12	44.4	15.0	17	63.0	11.5
C. Suggesting Equipment Replacement. . .	16	59.3	6.5	16	59.3	15.0
D. Calculation of Depreciation Allowances	1	3.7	41.0	4	14.8	41.0
E. Suggesting Bid Solicitation	9	33.3	20.0	7	25.9	37.0
F. Soliciting Equipment Donations. . . .	9	33.3	20.0	9	33.3	32.5
6. Program Staffing						
A. Review of Teacher Selection Criteria	7	25.9	25.0	10	37.0	31.0
B. Suggesting Recruitment Policies . . .	3	11.1	38.5	5	18.5	40.0
C. Recommending Potential Candidates . .	7	25.9	25.0	6	22.2	38.5
D. Review of Teaching Applicants	6	22.2	28.5	6	22.2	38.5
7. Program Review						
A. Evaluation of Student Performance . .	4	14.8	36.0	11	40.1	27.5
B. Evaluation of Teacher Performance . .	5	18.5	32.5	8	29.6	35.0
C. Use of Annual State Department Review Questionnaire.	17	63.0	5.0	16	59.3	15.0
D. Suggestions for Program Improvement .	19	70.4	4.0	20	74.1	4.0
E. Comparing Accomplishments with Stated Objectives	11	40.1	17.0	15	55.6	18.0
F. Making Periodic Reports to Administration	9	33.3	20.0	11	40.1	27.5
8. Obtaining Community Resources						
A. Arranging Field Trips	6	22.2	28.5	11	40.1	27.5
B. Recommending Potential Co-op Work Stations.	16	59.3	6.5	19	70.4	6.0
C. Identifying Community Resources . . .	13	48.1	12.0	19	70.4	6.0
D. Obtaining Personnel for Classroom Presentations	7	25.9	25.0	15	55.6	18.0
E. Obtaining Consultants for Teachers. .	5	18.5	32.5	13	48.1	21.5

TABLE 6

RANKING OF SPECIFIC ADVISORY COMMITTEE FUNCTIONS FOR SECONDARY VOCATIONAL EDUCATION PROGRAMS

EXISTING 1976

RANK	MAJOR COMMITTEE FUNCTION	SPECIFIC ADVISORY COMMITTEE FUNCTION
1.0	CCA	Identification of Occupational Competencies
2.5	CCA	Review of Performance Objectives
2.5	EF	Review of Equipment and Facilities
4.0	PR	Suggestions for Program Improvement
5.0	PR	Use of Annual State Department Questionnaire
6.5	EF	Suggesting Equipment Replacement
6.5	OCR	Recommending Potential Co-op Work Stations
8.5	CCA	Development of Program Goal Statements
8.5	CCA	Review of Topical Outlines
10.0	SP	Notification of Job Openings
12.0	OS	Use of Community Survey Data
12.0	SP	Review of Follow-Up Studies
12.0	OCR	Identifying Community Resources
15.0	SP	Organization of Employer-Student Conference
15.0	SP	Employment of Graduates
15.0	EF	Survey of Equipment in Industry
17.0	PR	Comparing Accomplishments with Stated Objectives
20.0	OS	Survey of Community Need
20.0	CPR	Speaking to Civic Groups
20.0	EF	Suggesting Bid Solicitation
20.0	EF	Soliciting Equipment Donations
20.0	PR	Making Periodic Reports to Administration
23.0	CPR	Input at Program Funding Activities
25.0	PS	Review of Teacher Selection Criteria
25.0	PS	Recommending Potential Candidates
25.0	OCR	Obtaining Personnel for Classroom Presentations
28.5	OS	Consultation with Michigan Employment Security Commission
28.5	PS	Review of Teaching Applicants
28.5	OS	Use of Occupational Outlook Handbook
28.5	OCR	Arranging Field Trips
32.5	CPR	Development of Promotional Materials
32.5	CPR	Promotion of the Program Via the Media
32.5	PR	Evaluation of Teacher Performance
32.5	OCR	Obtaining Consultants for Teachers
36.0	SP	Writing Recommendation Letters for Students
36.0	SP	Leaison with M.E.S.C.
36.0	PR	Evaluation of Student Performance
38.5	CPR	Input at Public Hearings
38.5	PS	Suggesting Recruitment Policies
40.0	OS	Use of Michigan Manpower Development Handbook
41.0	EF	Calculation of Depreciation Allowance

TABLE 7

RANK DIFFERENCES BETWEEN SUGGESTED 1974 ADVISORY COMMITTEE FUNCTIONS AND EXISTING 1976 FUNCTIONS FOR SECONDARY VOCATIONAL DIRECTOR

Specific Committee Function	Suggested Rank 1974	Existing Rank 1976	Rank Difference
IA	39.0	40.0	1.0
IB	33.5	28.5	-5.0
IC	36.0	28.5	-7.5
ID	13.5	20.0	6.5
IE	13.5	12.0	-1.5
IIA	1.0	1.0	0.0
IIB	11.0	8.5	-2.5
IIC	21.5	8.5	-13.0
IID	2.5	2.5	0.0
IIIA	25.0	15.0	-10.0
IIIB	5.5	10.0	4.5
IIIC	33.5	36.0	2.5
IIID	5.5	15.0	9.5
IIIE	18.5	12.0	-5.5
IIIF	30.5	36.0	5.5
IVA	21.5	20.0	-1.5
IVB	33.5	23.0	-10.5
IVC	28.0	38.5	10.5
IVD	9.0	32.5	23.5
IVE	9.0	32.5	23.5
VA	5.5	2.5	-3.0
VB	13.5	15.0	1.5
VC	9.0	6.5	-2.5
VD	37.5	41.0	3.5
VE	33.5	20.0	-13.5
VF	18.5	20.0	-1.5
VIA	37.5	25.0	-12.5
VIB	40.0	38.5	-1.5
VIC	30.5	25.0	-5.5
VID	41.0	28.5	-12.5
VIIA	28.0	36.0	8.0
VIIB	16.5	32.5	16.0
VIIC	21.5	5.0	-16.5
VIID	25.0	4.0	-21.0
VIIE	13.5	17.0	3.5
VIIF	21.5	20.0	-1.5

Specific Committee Function	Suggested Rank 1974	Existing Rank 1976	Rank Difference
VIIIA	28.0	28.5	0.5
VIIIB	5.5	6.5	1.0
VIIIC	2.5	12.0	9.5
VIIID	16.5	25.0	8.5
VIIIE	25.0	32.5	7.5

TABLE 8

SUMMARY OF RESPONSE FROM OCCUPATIONAL DEANS - 1976 FOLLOW-UP STUDY

RESPONDENT	NUMBER MAILED	NUMBER RETURNED	PERCENTAGE
Occupational Deans who participated in the 1974 Assessment, 1976 Follow-Up and the Advisory Committee Workshop or Utilized the Self-Instructional Material		9	
Occupational Deans who participated in only portions of the total evaluation package		13	
TOTAL OCCUPATION DEANS IN FOLLOW-UP STUDY	30	22	73.3

TABLE 9

RANKING OF EXISTING AND SUGGESTED ADVISORY COMMITTEE ACTIVITIES
AS VIEWED BY OCCUPATIONAL DEANS OF COMMUNITY COLLEGES
AS VIEWED IN 1974

N=7

	EXISTING			SUGGESTED		
	NO.	Percent	RANK	NO.	Percent	RANK
1. Occupational Surveys						
A. Use of Michigan Manpower Development Handbook.	1	14.3	28.5	2	28.6	35.5
B. Consultation with Michigan Employment Security Commission	2	28.6	21.5	2	28.6	35.5
C. Use of Occupational Outlook Handbook.	3	42.9	14.0	5	71.4	18.5
D. Surveys Community Needs	4	57.1	6.5	5	71.4	18.5
E. Use of Community Survey Data.	3	42.9	14.0	5	71.4	18.5
2. Course Content Advisement						
A. Identification of Occupational Competencies.	5	71.4	2.0	7	100.0	3.0
B. Development of Program Goal Statements	3	42.9	14.0	5	71.4	18.5
C. Review of Topical Outlines.	4	57.1	6.5	6	85.7	9.5
Review of Performance Objectives. . .	3	42.9	14.0	5	71.4	18.5
3. Student Placement						
A. Organization of Employer-Student Conferences	1	14.3	28.5	4	57.1	28.0
B. Notification of Job Openings.	4	57.1	6.5	7	100.0	3.0
C. Writing Recommendation Letters for Students.	1	14.3	28.5	3	42.9	33.4
D. Employment of Graduates	3	42.9	14.0	6	85.7	9.5
E. Review of Follow-Up Studies	2	28.6	21.5	7	100.0	3.0
F. Liaison with M.E.S.C.	1	14.3	28.5	5	71.4	18.5
4. Community Public Relations						
A. Speaking to Civic Groups.	0	0.0	37.0	3	42.9	33.4
B. Input at Program Funding Activities .	1	14.3	28.5	4	57.1	28.0
C. Input at Public Hearings.	0	0.0	37.0	4	57.1	28.0
D. Promoting the Program Via the Media .	0	0.0	37.0	4	57.1	28.0
E. Development of Promotional Materials.	1	14.3	28.5	5	71.4	18.5

TABLE 9
PAGE TWO

	EXISTING			SUGGESTED		
	NO.	Percent	RANK	NO.	Percent	RANK
5. Equipment and Facilities						
A. Review of Equipment and Facilities. .	4	57.1	6.5	6	85.7	9.5
B. Survey of Equipment in Industry . . .	3	42.9	14.0	4	57.1	28.0
C. Suggesting Equipment Replacement. . .	4	57.1	6.5	5	71.4	18.5
D. Calculation of Depreciation Allowances	0	0.0	37.0	0	0.0	39.0
E. Suggesting Bid Solicitation.	0	0.0	37.0	0	0.0	39.0
F. Soliciting Equipment Donations. . . .	1	14.3	28.5	4	57.1	28.0
6. Program Staffing						
A. Review of Teacher Selection Criteria	0	0.0	37.0	0	0.0	39.0
B. Suggesting Recruitment Policies . . .	0	0.0	37.0	0	0.0	39.0
C. Recommending Potential Candidates . .	2	28.6	21.5	4	57.1	28.0
D. Review of Teaching Applicants	0	0.0	37.0	0	0.0	39.0
7. Program Review						
A. Evaluation of Student Performance . .	2	28.6	21.5	6	85.7	9.5
B. Evaluation of Teacher Performance . .	1	14.3	28.5	6	85.7	9.5
C. Use of Annual State Department Review Questionnaire.	2	28.6	21.5	4	57.1	28.0
D. Suggestions for Program Improvement .	4	57.1	6.5	6	85.7	9.5
E. Comparing Accomplishments with Stated Objectives	2	28.6	21.5	6	85.7	9.5
F. Making Periodic Reports to Administration	0	0.0	37.0	5	71.4	18.5
8. Obtaining Community Resources						
A. Arranging Field Trips	3	42.9	14.0	6	85.7	9.5
B. Recommending Potential Co-op Work Stations.	5	71.4	2.0	7	100.0	3.0
C. Identifying Community Resources . . .	5	71.4	2.0	7	100.0	3.0
D. Obtaining Personnel for Classroom Presentations	3	42.9	14.0	5	71.4	18.5
E. Obtaining Consultants for Teachers. .	3	42.9	14.0	4	57.1	28.0

TABLE 10

COMPARISON OF RANKING OF EXISTING AND SUGGESTED OCCUPATIONAL ADVISORY COMMITTEE ACTIVITIES AS VIEWED BY OCCUPATIONAL DEANS IN 1974 (Controlled and Noncontrolled)

	EXISTING		SUGGESTED	
	NC	C	NC	C
1. Occupational Surveys				
A. Use of Michigan Manpower Development Handbook.	28.5	28.5	23.0	35.5
B. Consultation with Michigan Employment Security Commission	24.0	21.5	23.0	35.5
C. Use of Occupational Outlook Handbook.	18.5	14.0	23.0	18.5
D. Surveys Community Needs	18.5	6.5	9.0	18.5
E. Use of Community Survey Data.	12.5	14.0	9.0	18.5
2. Course Content Advisement				
A. Identification of Occupational Competencies.	3.5	2.0	1.0	3.0
B. Development of Program Goal Statements	12.5	14.0	3.5	18.5
C. Review of Topical Outlines.	12.5	6.5	15.0	9.5
Review of Performance Objectives. . .	18.5	14.0	9.0	18.5
3. Student Placement				
A. Organization of Employer-Student Conferences	24.0	28.5	31.5	28.0
B. Notification of Job Openings.	12.5	6.5	15.0	3.0
C. Writing Recommendation Letters for students.	3.5	28.5	35.5	33.5
D. Employment of Graduates	8.0	14.0	15.0	9.5
E. Review of Follow-Up Studies	18.5	21.5	9.0	3.0
F. Liaison with M.E.S.C.	24.0	28.5	23.0	18.5
4. Community Public Relations				
A. Speaking to Civic Groups.	38.0	37.0	31.5	33.5
B. Input at Program Funding Activities .	28.5	28.5	31.5	28.0
C. Input at Public Hearings.	33.0	37.0	31.5	28.0
D. Promoting the Program Via the Media .	33.0	37.0	31.5	28.0
E. Development of Promotional Materials.	28.5	28.5	31.5	18.5

TABLE 10
PAGE TWO

	EXISTING		SUGGESTED	
	NC	C	NC	C
5. Equipment and Facilities				
A. Review of Equipment and Facilities. .	1.0	6.5	3.5	9.5
B. Survey of Equipment in Industry . . .	12.5	14.0	18.5	28.0
C. Suggesting Equipment Replacement. . .	12.5	6.5	3.5	18.5
D. Calculation of Depreciation Allowances	38.0	37.0	39.5	39.0
E. Suggesting Bid Solicitation	38.0	37.0	41.0	39.0
F. Soliciting Equipment Donations. . . .	18.5	28.5	23.0	28.0
6. Program Staffing				
A. Review of Teacher Selection Criteria	38.0	37.0	37.5	39.0
B. Suggesting Recruitment Policies . . .	33.0	37.0	37.5	39.0
C. Recommending Potential Candidates . .	38.0	21.5	35.5	28.0
D. Review of Teaching Applicants	38.0	37.0	39.5	39.0
7. Program Review				
A. Evaluation of Student Performance . .	28.5	21.5	23.0	9.5
B. Evaluation of Teacher Performance . .	33.0	28.5	27.5	9.5
C. Use of Annual State Department Review Questionnaire.	24.0	21.5	18.5	28.0
D. Suggestions for Program Improvement .	3.0	6.5	3.5	9.5
E. Comparing Accomplishments with Stated Objectives	18.5	21.5	9.0	9.5
F. Making Periodic Reports to Administration	33.0	37.0	23.0	18.5
8. Obtaining Community Resources				
A. Arranging Field Trips	24.0	14.0	27.5	9.5
B. Recommending Potential Co-op Work Stations.	5.5	2.0	9.0	3.0
C. Identifying Community Resources . . .	5.5	2.0	9.0	3.0
D. Obtaining Personnel for Classroom Presentations	8.0	14.0	15.0	18.5
E. Obtaining Consultants for Teachers. .	8.0	14.0	15.0	28.0

TABLE 11

RANKING OF SPECIFIC ADVISORY COMMITTEE FUNCTIONS FOR POST SECONDARY VOCATIONAL EDUCATION PROGRAMS

RANK	MAJOR COMMITTEE FUNCTION	SPECIFIC ADVISORY COMMITTEE FUNCTION
3.0	CCA	Identification of Occupational Competencies
3.0	SP	Notification of Job Openings
3.0	SP	Review of Follow-Up Studies
3.0	OCR	Recommending Potential Co-op Work Stations
3.0	OCR	Identifying Community Resources
9.5	CCA	Review of Topical Outlines
9.5	EF	Review of Equipment and Facilities
9.5	SP	Employment of Graduates
9.5	PR	Evaluation of Student Performance
9.5	PR	Evaluation of Teacher Performance
9.5	PR	Suggestions for Program Improvement
9.5	PR	Comparing Accomplishments with Stated Objectives
9.5	OCR	Arranging Field Trips
18.5	OS	Use of Occupational Outlook Handbook
18.5	OS	Survey of Community Needs
18.5	OS	Use of Community Survey Data
18.5	CCA	Development of Program Goal Statements
18.5	CCA	Review of Performance Objectives
18.5	SP	Leaison with M.E.S.C.
18.5	CPR	Development of Promotional materials
18.5	EF	Suggesting Equipment Replacement
18.5	PR	Making Periodic Reports to Administration
18.5	OCR	Obtaining Personnel for Classroom Presentations
28.0	SP	Organization of Employer-Student Conference
28.0	CPR	Input at Program Funding Activities
28.0	CPR	Input at Public Hearings
28.0	CPR	Promoting the Program Via the Media
28.0	EF	Survey of Equipment in Industry
28.0	EF	Soliciting Equipment Donations
28.0	PS	Recommending Potential Candidates
28.0	PR	Use of Annual State Department Review Questionnaire
28.0	OCR	Obtaining Consultants for Teachers
33.5	SP	Writing Recommendation Letters for Students
33.5	CPR	Speaking to Civic Groups
35.5	OS	Use of Michigan Manpower Development Handbook
35.5	OS	Consultation with Michigan Employment Security Commission
39.0	EF	Calculation of Depreciation Allowances
39.0	EF	Suggesting Bid Solicitation
39.0	PS	Review of Teacher Selection Criteria
39.0	PS	Suggesting Recruitment Policies
39.0	PS	Review of Teaching Applicants

TABLE 12

RANKING OF EXISTING AND SUGGESTED ADVISORY COMMITTEE ACTIVITIES
AS VIEWED BY OCCUPATIONAL DEANS OF COMMUNITY COLLEGES
AS VIEWED IN 1976

N=7

	EXISTING			SUGGESTED		
	NO.	Percent	RANK	NO.	Percent	RANK
1. Occupational Surveys						
A. Use of Michigan Manpower Development Handbook.	0	0.0	40.0	1	14.3	40.5
B. Consultation with Michigan Employment Security Commission	2	28.6	32.0	1	14.3	40.5
C. Use of Occupational Outlook Handbook.	5	71.4	8.5	5	71.4	13.5
D. Surveys Community Needs	6	85.7	2.5	6	85.7	4.0
E. Use of Community Survey Data.	5	71.4	8.5	6	85.7	4.0
2. Course Content Advisement						
A. Identification of Occupational Competencies.	6	85.7	2.5	6	85.7	4.0
B. Development of Program Goal Statements	4	57.1	16.5	3	42.9	31.0
C. Review of Topical Outlines.	4	57.1	16.5	4	57.1	11.5
D. Review of Performance Objectives. . .	4	47.1	16.5	5	71.4	13.5
3. Student Placement						
A. Organization of Employer-Student Conferences	3	42.9	25.0	4	57.1	11.5
B. Notification of Job Openings.	5	71.4	8.5	5	71.4	13.5
C. Writing Recommendation Letters for Students.	2	28.6	32.0	4	57.1	11.5
D. Employment of Graduates	6	85.7	2.5	5	71.4	13.5
E. Review of Follow-Up Studies	3	42.9	25.0	4	57.1	11.5
F. Liaison with M.E.S.C.	3	42.9	25.0	3	42.9	31.0
4. Community Public Relations						
A. Speaking to Civic Groups.	0	0.0	40.0	3	42.9	31.0
B. Input at Program Funding Activities .	2	28.6	32.0	2	28.6	37.5
C. Input at Public Hearings	0	0.0	40.0	3	42.9	31.0
D. Promoting the Program Via the Media .	3	42.9	25.0	5	71.4	13.5
E. Development of Promotional Materials.	1	14.3	37.0	5	71.4	13.5

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	EXISTING			SUGGESTED		
	NO.	Percent	RANK	NO.	Percent	RANK
5. Equipment and Facilities						
A. Review of Equipment and Facilities. .	6	85.7	2.5	6	85.7	4.0
B. Survey of Equipment in Industry . . .	6	85.7	2.5	6	85.7	4.0
C. Suggesting Equipment Replacement. . .	6	85.7	2.5	6	85.7	4.0
D. Calculation of Depreciation Allowances	1	14.3	37.0	2	28.6	37.5
E. Suggesting Bid Solicitation	1	14.3	37.0	3	42.9	31.0
F. Soliciting Equipment Donations. . . .	2	28.6	32.0	3	42.9	31.0
6. Program Staffing						
A. Review of Teacher Selection Criteria	4	57.1	16.5	5	71.4	13.5
B. Suggesting Recruitment Policies . . .	2	28.6	32.0	2	28.6	37.5
C. Recommending Potential Candidates . .	4	57.1	16.5	5	71.4	13.5
D. Review of Teaching Applicants	2	28.6	32.0	2	28.6	37.5
7. Program Review						
A. Evaluation of Student Performance . .	4	57.1	16.5	5	71.4	13.5
B. Evaluation of Teacher Performance . .	2	28.6	32.0	4	57.1	11.5
C. Use of Annual State Department Review Questionnaire.	4	57.1	16.5	3	42.9	31.0
D. Suggestions for Program Improvement .	5	71.4	8.5	6	85.7	4.0
E. Comparing Accomplishments with Stated Objectives	4	57.1	16.5	5	71.4	13.5
F. Making Periodic Reports to Administration	4	57.1	16.5	4	57.1	11.5
8. Obtaining Community Resources						
A. Arranging Field Trips	3	42.9	25.0	4	57.1	11.5
B. Recommending Potential Co-op Work Stations.	3	42.9	25.0	3	42.9	31.0
C. Identifying Community Resources . . .	5	71.4	8.5	5	71.4	13.5
D. Obtaining Personnel for Classroom Presentations	5	71.4	8.5	5	71.4	13.5
E. Obtaining Consultants for Teachers. .	4	57.1	16.5	3	42.9	31.0

TABLE 13

RANKING OF SPECIFIC ADVISORY COMMITTEE FUNCTIONS FOR POST-SECONDARY VOCATIONAL EDUCATION PROGRAMS

EXISTING 1976

RANK	MAJOR COMMITTEE FUNCTION	SPECIFIC ADVISORY COMMITTEE FUNCTION
2.5	CCA	Identification of Occupational Competencies
2.5	OS	Survey of Community Needs
2.5	SP	Employment of Graduates
2.5	EF	Review of Equipment and Facilities
2.5	EF	Survey of Equipment in Industry
2.5	EF	Suggesting Equipment Replacement
8.5	OS	Use of Occupational Outlook Handbook
8.5	OS	Use of Community Survey Data
8.5	SP	Notification of Job Openings
8.5	PR	Suggestions for Program Improvement
8.5	OCR	Identifying Community Resources
8.5	OCR	Obtaining Personnel for Classroom Presentations
16.5	CCA	Development of Program Goal Statements
16.5	CCA	Review of Topical Outlines
16.5	CCA	Review of Performance Objectives
16.5	PS	Review of Teacher Selection Criteria
16.5	PS	Recommending Potential Candidates
16.5	PR	Evaluation of Student Performance
16.5	PR	Use of Annual State Department Review Questionnaire
16.5	PR	Comparing Accomplishments with Stated Objectives
16.5	PR	Making Periodic Reports to Administration
16.5	OCR	Obtaining Consultants for Teachers
25.0	SP	Organization of Employer-Student Conferences
25.0	SP	Review of Follow-Up Studies
25.0	SP	Leaison with M.E.S.C.
25.0	CPR	Promoting the Program Via the Media
25.0	OCR	Arranging Field Trips
25.0	OCR	Recommending Potential Co-op Work Stations
32.0	OS	Consultation with the Michigan Employment Security Commission
32.0	SP	Writing Recommendation Letters for Students
32.0	CPR	Input at Program Funding Activities
32.0	EF	Soliciting Equipment Donations
32.0	PS	Suggesting Recruitment Policies
32.0	PS	Review of Teaching Performance
37.0	CPR	Development of Promotional Materials
37.0	EF	Calculation of Depreciation Allowances
37.0	EF	Suggesting Bid Solicitation
40.0	OS	Use of Michigan Manpower Development Handbook
40.0	CPR	Speaking to Public Groups
40.0	CPR	Input at Public Hearings

TABLE 14

RANK DIFFERENCES BETWEEN SUGGESTED 1974 ADVISORY COMMITTEE FUNCTION AND EXISTING 1976 FUNCTIONS FOR POST-SECONDARY OCCUPATIONAL DEANS

SPECIFIC COMMITTEE FUNCTION	SUGGESTED RANK 1974	EXISTING RANK 1976	RANK DIFFERENCE
IA	35.5	40.0	4.5
IB	35.5	32.0	-3.5
IC	18.5	8.5	-10.0
ID	18.5	2.5	-16.0
IE	18.5	8.5	-10.0
IIA	3.0	2.5	-0.5
IIB	18.5	16.5	-2.0
IIC	9.5	16.5	7.0
IID	18.5	16.5	-2.0
IIIA	28.0	25.0	-3.0
IIIB	3.0	8.5	5.5
IIIC	33.5	32.0	-1.5
IIID	9.5	2.5	-7.0
IIIE	3.0	25.0	22.0
IIIF	18.5	25.0	6.5
IVA	33.5	40.0	6.5
IVB	28.0	32.0	4.0
IVC	28.0	40.0	12.0
IVD	28.0	25.0	-3.0
IVE	18.5	37.0	18.5
VA	9.5	2.5	-7.0
VB	28.0	2.5	-25.5
VC	18.5	2.5	-16.0
VD	39.0	37.0	-2.0
VE	39.0	37.0	-2.0
VF	28.0	32.0	4.0
VIA	39.0	16.5	-22.5
VIB	39.0	32.0	-7.0
VIC	28.0	16.5	-11.5
VID	39.0	32.0	-7.0
VIIA	9.5	16.5	7.0
VIIB	9.5	32.0	22.5
VIIC	28.0	16.5	-11.5
VIID	9.5	8.5	-1.0
VIIE	9.5	16.5	7.0
VIIF	18.5	16.5	-2.0
VIIIA	9.5	25.0	15.5
VIIIB	3.0	25.0	22.0
VIIIC	3.0	8.5	5.5
VIIID	18.5	8.5	-10.0
VIIIE	28.0	16.5	-11.5

TABLE 15

COMPARISON OF ORIGINAL WORKSHOP PARTICIPANTS EXPECTATIONS OF ADVISORY COMMITTEE ACTION PLAN AND THEIR FOLLOW-UP RESPONSE.

N=15

	MET OR EXCEEDED	DID NOT EXCEED	PERCENT MEETING OR EXCEEDING
1. Occupational Surveys			
A. Use of Michigan Manpower Development Handbook.	9	4	69.2
B. Consultation with Michigan Employment Security Commission	8	5	61.5
C. Use of Occupational Outlook Handbook.	7	6	53.8
D. Surveys Community Needs	7	6	53.8
E. Use of Community Survey Data.	8	5	61.5
2. Course Content Advisement			
A. Identification of Occupational Competencies.	9	4	69.2
B. Development of Program Goal Statements	8	7	53.3
C. Review of Topical Outlines.	9	6	60.0
D. Review of Performance Objectives. . .	12	3	80.0
3. Student Placement			
A. Organization of Employer-Student Conferences	6	6	50.0
B. Notification of Job Openings.	5	8	38.5
C. Writing Recommendation Letters for students.	5	7	41.7
D. Employment of Graduates	4	8	33.3
E. Review of Follow-Up Studies	6	7	46.2
F. Liaison with M.E.S.C.	3	10	23.1
4. Community Public Relations			
A. Speaking to Civic Groups.	8	5	61.5
B. Input at Program Funding Activities .	9	4	69.2
C. Input at Public Hearings.	7	5	58.3
D. Promoting the Program Via the Media .	6	6	50.0
E. Development of Promotional Materials.	5	7	41.7

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	MET OR EXCEEDED	DID NOT EXCEED	PERCENT MEETING OR EXCEEDING
5. Equipment and Facilities			
A. Review of Equipment and Facilities. .	8	6	57.1
B. Survey of Equipment in Industry . . .	6	8	42.9
C. Suggesting Equipment Replacement. . .	6	8	42.9
D. Calculation of Depreciation Allowances	7	6	53.8
E. Suggesting Bid Solicitation	6	7	46.2
F. Soliciting Equipment Donations. . . .			
6. Program Staffing			
A. Review of Teacher Selection Criteria	4	7	36.4
B. Suggesting Recruitment Policies . . .	6	7	46.2
C. Recommending Potential Candidates . .	4	8	33.3
D. Review of Teaching Applicants	5	7	41.7
7. Program Review			
A. Evaluation of Student Performance . .	4	8	33.3
B. Evaluation of Teacher Performance . .	6	6	50.0
C. Use of Annual State Department Review Questionnaire.	8	3	72.7
D. Suggestions for Program Improvement .	6	6	50.0
E. Comparing Accomplishments with Stated Objectives	6	6	50.0
F. Making Periodic Reports to Administration	5	7	41.7
8. Obtaining Community Resources			
A. Arranging Field Trips	6	7	46.2
B. Recommending Potential Co-op Work Stations.	9	3	75.0
C. Identifying Community Resources . . .	7	6	53.8
D. Obtaining Personnel for Classroom Presentations	5	7	41.7
E. Obtaining Consultants for Teachers. .	5	6	45.5

TABLE 16

ORIGINAL WORKSHOP PARTICIPANTS
WORKSHOP EVALUATION
(FORM B - CODED PINK)

N=32

EVALUATION	NUMBER	PERCENTAGE
Excellent	3	9.3
Good	18	56.3
So-So	10	31.3
Quite Poor	1	3.1
No Good	0	0.0
TOTALS	32	100.0

ASSIGNED VALUES

Excellent = 5
Good = 4
So-So = 3
Quite Poor = 2
No Good = 1

MEAN EVALUATION = 3.68

TABLE 17

SECOND PARTY TRAINER WORKSHOP
PARTICIPANT - WORKSHOP EVALUATION
(FORM B - CODED WHITE)

N=158

EVALUATION	NUMBER	PERCENTAGE
Excellent	44	27.8
Good	79	50.0
So-So	26	16.5
Quite Poor	8	5.1
No Good	1	0.6
TOTALS	158	100.0

ASSIGNED VALUES

Excellent = 5
Good = 4
So-So = 3
Quite Poor = 2
No Good = 1

MEAN EVALUATION = 3.99

TABLE 18

RANKING OF RESPONSES TO EVALUATION OF ADVISORY COMMITTEE WORKSHOP REGIONAL PARTICIPANTS

FORM B (COLOR CODED - PINK)

N = 34

		No.	Percent	Rank
1.	Did the workshop meet your expectations?	26	76.5	10.5
2.	Did the workshop provide you with new, useful information?	27	79.4	7.5
3.	Did you learn new skills which you can use in your work?	24	70.6	14.5
4.	Will you be better able to work with advisory groups.	25	73.5	13.0
5.	Will you use your new advisory group skills?	26	76.5	10.5
6.	Did the workshop facilities contribute to effective learning?	28	82.4	5.0
7.	Was the workshop well organized?	28	82.4	5.0
8.	Did you have sufficient opportunity to participate?	29	85.3	3.0
9.	Did the workshop leader(s) provide good leadership?	30	88.2	2.0
10.	Was the slide/tape or filmstrip effective and useful?	24	70.6	14.5
11.	Was the time allotted sufficient?	28	82.4	5.0
12.	Were the communication exercises useful?	21	61.8	16.0
13.	Was the resource section useful?	26	76.5	10.5
14.	Will you use the workshop materials on the job?	27	79.4	7.5
15.	Do you think the workshop was worth your time?	26	76.5	10.5

		No.	Percent	Rank
16.	Have you made up an action plan for your advisory group?	17	50.0	17.0
17.	Would you complete the rest of the exercises?	16	47.1	18.0
18.	Were you given the Advisory Committee Handbook--"A Guide for the Effective Utilization of Advisory Committees"?	32	94.1	1.0

TABLE 19

RANKING OF RESPONSES TO EVALUATION OF ADVISORY COMMITTEE WORKSHOP SECOND PARTY TRAINER WORKSHOP PARTICIPANTS

FORM B (COLOR CODED - WHITE)

N = 159

		No.	Percent	Rank
1.	Did the workshop meet your expectations?	128	80.5	8.0
2.	Did the workshop provide you with new, useful information?	139	87.4	4.0
3.	Did you learn new skills which you can use in your work?	116	72.9	15.0
4.	Will you be better able to work with advisory groups?	127	79.9	9.0
5.	Will you use your new advisory group skills?	121	76.1	11.5
6.	Did the workshop facilities contribute to effective learning?	129	81.1	7.0
7.	Was the workshop well organized?	142	89.3	2.0
8.	Did you have sufficient opportunity to participate?	148	93.1	1.0
9.	Did the workshop leader(s) provide good leadership?	141	88.7	3.0
10.	Was the slide/tape or filmstrip effective and useful?	100	62.9	16.0
11.	Was the time allotted sufficient?	123	77.4	10.0
12.	Were the communication exercises useful?	120	75.5	13.0
13.	Was the resource section useful?	121	76.1	11.5
14.	Will you use the workshop materials on the job?	117	73.6	14.0

		No.	Percent	Rank
15.	Do you think the workshop was worth your time?	131	82.4	6.0
16.	Have you made up an action plan for your advisory group?	73	45.9	17.0
17.	Would you complete the rest of the exercises?	72	45.3	18.0
18.	Were you given the Advisory Committee Handbook--"A Guide for the Effective Utilization of Advisory Committees"?	134	84.3	5.0

TABLE 20

RANKING OF RESPONSES TO EVALUATION OF ADVISORY COMMITTEE WORKSHOP BY REGIONAL PARTICIPANTS AND SECOND PARTY TRAINER WORKSHOP PARTICIPANTS.

SECOND PARTY PARTICIPANT RANK	REGIONAL PARTICIPANT RANK	SPECIFIC EVALUATION QUESTION
1.0	3.0	Did you have sufficient opportunity to participate?
2.0	5.0	Was the workshop well organized?
3.0	2.0	Did the workshop leader provide good leadership?
4.0	7.5	Did the workshop provide you with new useful information?
5.0	1.0	Were you given the Advisory Committee Handbook?
6.0	10.5	Do you think the workshop was worth your time?
7.0	5.0	Did the workshop facilities contribute to effective learning?
8.0	10.5	Did the workshop meet your expectations?
9.0	13.0	Will you be better able to work with your advisory groups?
10.0	5.0	Was the time allotted sufficient?
11.5	10.5	Will you use your new advisory group skills?
11.5	10.5	Was the resource section helpful?
13.0	16.0	Were the communications exercised helpful?
14.0	7.5	Will you use the workshop material on the job?
15.0	14.5	Did you learn new skills which you can use in your work?
16.0	14.5	Was the slide/tape or filmstrip effective and useful
17.0	17.0	Have you made up an action plan for your advisory group?
18.0	18.0	Would you complete the rest of the exercises?

TABLE 21

SUMMARY OF RESPONSES FROM WORKSHOP LEADERS. N=21

QUESTION #2

Are you aware of the utilization of any of the materials developed by means of the Vocational Education Advisory Committee Project in any existing vocational education courses at your institution?

Yes	19
No	2

QUESTION #3

Are you aware of the development of any new courses regarding the advisory committee concpt at your institution?

Yes	2
No	19

QUESTION #4

If the answers to questions 2, 3 and 4 were "no", do you plan on using the advisory committee material in any future course revisions or course additions?

Yes	4
No	2
No Response	13

Section 3

Appenidx A
Project Evaluation

VOCATIONAL EDUCATION ADVISORY COMMITTEE PROJECT
IN-SERVICE WORKSHOPS EVALUATION REPORT

Prepared by: Charles F. Eiszler
James H. Nugent

This report describes the achievements of the In-Service Workshops and the effectiveness of the Structural Communications exercises which were used to stimulate problem-solving discussion in the workshops. In the first section, data from 14 workshops is considered in aggregate to determine the extent to which workshop participants developed greater levels of awareness of and more positive attitudes toward advisory committee functions. In the second section, data from each of the eight Structural Communication exercises are examined to determine if exercises were equally effective.

I. EVALUATION OF WORKSHOP OBJECTIVES

A. The first objective of the In-Service Workshops involved developing three dimensions of awareness of advisory committee functions in the workshop participants. These criteria may be summarized as follows:

1. To develop better understanding of some of the problems associated with an advisory committee function.

2. To develop better understanding of positive alternative approaches to problems associated with an advisory committee function.

3. To generate new ideas, concepts, or perspectives regarding the potential implementation of an advisory committee function.

Eight Structural Communications exercises, each highlighting a different advisory committee function, were made available to workshop participants. Individuals were encouraged to select exercises in terms of their

local needs and, where several individuals attended from the same system, the local teams were encouraged to participate in as many of the eight exercises as possible. In some workshops individuals participated in two exercises and in others participation was limited to a single exercise.

To evaluate the value and effectiveness of the Structural Communications exercises in accomplishing the first objective, several forms of data were collected. Participation Response sheets required workshop participants to record a sequence of problem solutions at three different points in the group discussion. At the completion of each exercise, participants also completed a three-part Exercise Reaction Sheet. Part I of this instrument asked respondents to rate the effectiveness of the exercise in helping them accomplish the three awareness objectives mentioned previously. A four-point response scale was used for the participant ratings:

4- Very Much Better

3- Considerably Better

2- Slightly Better

1- No Better

In addition, after rating each of the three criterion items, participants were asked to briefly list or identify specific problems, positive alternative approaches, and new ideas for implementation of advisory committee functions that were gained from each exercise. These comments were used to indicate the validity of the ratings against objective gains for each criterion item. The Exercise Reaction Sheet also asked participants to rate group functioning (Part II) and identify problems involved in using structured discussion exercises (Part III).

TABLE 1

FREQUENCY DISTRIBUTIONS, MEANS, AND VARIANCES
FOR TOTAL WORKSHOP SAMPLE ON EXERCISE
REACTION SHEET CRITERION ITEMS (N=341)

CRITERION ITEM	Very Much Better (4)	Considerably Better (3)	Slightly Better (2)	No Better (1)	Validating Comments Present	Mean	Variance
1. Develop better understanding of problems?	29 (9%)	135 (40%)	142 (42%)	35 (9%)	177 (52%)	2.46[1]	.632
2. Develop better understanding of positive alternative approaches?	19 (6%)	101 (30%)	160 (47%)	61 (17%)	79 (23%)	2.23[2]	.648
3. Generate new ideas, concepts or perspectives regarding potential implementation?	29 (9%)	220 (65%)	55 (16%)	37 (10%)	106 (31%)	2.71[3]	.596

[1-2-3] Dependent - samples t-tests indicated significant differences ($p<.01$) between all three means ($t_3>t_1>t_2$).

Table 1 presents the distribution of responses to each criterion item (awareness objective) aggregated for all eight exercises. Means and variances for the total group on each item are listed and the percent of respondents who made validating comments on each item is identified.

The data of Table 1 show that the three dimensions of awareness of advisory committee functions were developed with differential success. Mean ratings of 2.71, 2.46, and 2.23, respectively, were obtained for criteria 3, 1 and 2. Dependent-samples t-tests performed on each comparison showed significant differences between all three criteria. Exercises were more effective in generating new ideas and perspectives about how to implement various advisory committee functions than in developing a better understanding of the problems associated with advisory committee functions. The exercises were somewhat less effective in developing better understanding of the positive alternative approaches to problems associated with advisory committee functions.

To interpret these findings properly, it should be kept in mind that a mean rating between 2 and 3 on the scale used indicates that respondents averaged between "slightly better" and "considerably better" understanding of advisory committee functions on all three criteria. Although the criteria were attained with relative success, it appears that the Structural Communications exercises were effective in the absolute sense as well.

Only 10 percent of workshop participants indicated failure to develop greater awareness of the dimensions represented by either criterion items 1 or 3. However, 17 percent indicated that they did not develop a better understanding of approaches to problems associated with advisory committee functions (Criterion 2).

The Structural Communication exercises, then, appeared to be rather successful in developing problem understanding and novel ideas for implementation of particular advisory committee functions but approaches (solutions) to advisory committee problems were less frequently generated.

The percent of respondents who made validating comments was 52% on item 1, 23% on item 2, and 31% on item 3. The percent of validating comments for each item suggests that ratings may be over-estimates of actual objective (behavioral) achievement. Although pressures of time may have mitigated against more frequent validating comments, caution is needed in interpreting the apparent success of the exercises when objective evidence to support ratings of workshop participants is lacking.

B. The second performance objective specified that positive change in attitude toward the roles, functions, and value of advisory committees would result from the workshop experience. To measure attitude toward aspects of advisory committee function, an Advisory Committee Opinionnaire (ACO) was developed.

Initially, 40 items were written depicting a variety of general roles or values as well as several specific advisory committee functions. These were based, in part, on the data received from the earlier Needs Assessment study. Results of a pilot study conducted in July, 1974 (N=31) showed that a 27-item questionnaire could be constructed from the original 40 items having adequate reliability (coefficient alpha = .70). Both positively and negatively-worded items were written to minimize the effect of acquiescence. The final version of the ACO included 13 items concerning general roles and attitudes toward advisory committees and 14 items directed to specific functions covering eight areas identified in the Needs

Study. Total scores for both the general roles and specific functions items were obtained prior to each workshop (pre) and at the end (post). All workshop respondents were asked to endorse one of 6 response categories for each question from "Completely Disagree" (1) through "Completely Agree" (6) in a standard Likert-type scale format.

The data analysis was based on aggregate data from all 14 workshops. Means and standard deviations of the pre and post scores for items 1 - 13 are presented in Table 2. Mean pre-opinionnaire item scores were all

TABLE 2

MEANS AND STANDARD DEVIATIONS OF PRE AND POST OPINIONNAIRE ITEMS 1 - 13

	Pre		Post		
	x	SD	x	SD	N[1]
# 1. There should be little contact between school, MESC, and other community agencies.	5.62	(.59)	5.54	(.65)	282
2. Administrative commitment to using advisory committees is a key to their effectiveness.	5.19	(1.00)	5.18	(1.29)	282
# 3. Funding of advisory committee projects and activities would not affect their sources.	4.88	(.70)	4.83	(.76)	272
4. Finding the time for advisory committee meetings and activities is difficult.	4.27	(1.29)	4.41	(1.24)	281
# 5. The information which MESC provides is outdated and not really useful.	4.67	(.69)	4.71	(.71)	252
# 6. Advisory committees should not have a definite set of responsibilities.	5.49	(.67)	5.55	(.64)	284
# 7. Advisory committees tend to be non-effective on the whole.	4.87	(.77)	**5.06	(.77)	275
8. There should be official recognition of advisory committee participation.	5.40	(.97)	5.38	(1.14)	281

# 9. MESC should have very little to do with advisory committees.	4.81 (.70)	**5.01 (.72)	266
10. There should be more contact between school, MESC, and other community agencies.	5.26 (1.00)	5.18 (1.11)	277
#11. The effectiveness of advisory committees down not depend on administrative commitment.	5.26 (.69)	**5.40 (.67)	285
#12. Advisory committees cannot function effectively in their current role.	4.71 (.70)	4.75 (.71)	266
13. Advisory committees should have a definite set of responsibilities.	5.29 (.92)	5.38 (1.02)	284
Total Score on Items 1 - 13	65.84 (4.51)	**66.80 (5.11)	223

1 N includes only participants who completed all items in both pre and post opinionnaires.

Negatively-worded items reversed for scoring. Higher score means greater <u>disagreement</u> with negatively-worded item or higher <u>agreement</u> with positively-worded version.

** Post-pre change is significant ($p<.01$)

relatively high, revealing perhaps more positive attitudes toward the <u>general</u> role of advisory committees than were suggested by the Needs Assessment study. In spite of these high pre-workshop scores, there were four statistically significant ($p<.01$) positive mean changes in attitude reflected by dependent-samples t-tests. After the workshops, participants responded more favorably to the general effectiveness of advisory committees (item 7). Participants also responded more positively to formation of working relationships between MESC and advisory committees (item 9), having indicated in the pre-opinionnaire that they supported more. Participants responded more favorable to the idea that the effectiveness of advisory committees depends on the commitment made

by school program administrators (item 11) even though they apparently believed before the workshops that a key to the effectiveness of advisory committees was an administrative commitment to using them (item 2). Overall, the mean total score for items 1 - 13 showed a significant positive change in attitude toward the general roles and value of advisory committees after the workshops.

Means and standard deviations of the pre and post scores for items 14-27 are presented in Table 3. These questions all relate to specific advisory

TABLE 3

MEANS AND STANDARD DEVIATIONS OF PRE AND POST OPINIONNAIRE ITEMS 14 - 27

	Pre		Post		N[1]
	x	SD	x	SD	
14. Occupational and community surveys should be regularly conducted.	5.15	(.90)	5.24	(.91)	263
15. Advisory committees should play a role in conducting educational surveys.	4.74	(1.09)	4.90	(1.07)	262
16. Advising on course content should be an advisory committee function.	4.90	(1.09)	**5.11	(1.02)	261
17. Advisory committees should review performance objectives	5.24	(.81)	5.35	(.86)	263
18. "Student placement" should include both placement of graduates and non-graduates.	5.20	(1.08)	5.33	(.98)	260
#19. The advisory committee function should be solely a community public relations activity.	5.25	(.74)	**5.41	(.72)	262
20. Advisory committee members should be involved in more than just public relations activities.	5.36	(.85)	5.46	(.84)	262
21. Review of school facilities and equipment should be an advisory committee function.	5.29	(.82)	5.36	(.89)	260

22. Solicitation of equipment and resource materials should be an activity of advisory committees.	4.54 (1.25)	4.61 (1.28)	261
23. All matters related to the hiring of instructional staff should be administrative rather than committee functions.	4.51 (1.30)	4.26 (1.56)	258
#24. Advisory committees should simply make suggestions for program improvement.	4.89 (.74)	4.96 (.72)	261
25. Advisory committees should systematically evaluate the vocational program.	5.10 (.88)	**5.31 (.87)	261
26. Advisory committees should serve as a clearinghouse for identifying and accessing community resources.	4.85 (1.05)	4.88 (1.07)	260
27. Advisory committees should review follow-up studies of program graduates.	5.06 (.91)	5.15 (.93)	262
Total Score on Items 14 - 27	70.13 (6.08)	**71.36 (6.79)	242
Total Score on Items 1 - 27	136.39 (9.38)	**138.72(10.56)	202

[1] N includes only participants who completed all items in both pre and post opinionnaires.

Negatively-worded items reversed for scoring. Higher score means greater disagreement with negatively-worded item or higher agreement with positively-worded version.

**Post-pre change is significant ($p<.01$)

committee functions. Although mean scores on all items on the pre-opinionnaire again are high, four significant positive mean changes reflected by dependent-samples t-tests were noted. There was a significant increase in support for

course content advisement as an advisory committee function (item 16) and more positive feeling toward the systematic evaluation of vocational programs by advisory committees (item 25). In addition, there was increased support for the notion that advisory committees do more than serve a public relations function in the community (item 19). Overall, the mean total score for items 14-27 showed a significant positive change in attitude toward specific advisory committee functions in the eight areas identified in the Needs Assessment study.

Two comments are in order to interpret these results properly. First, since there was no control group used, one cannot conclude unequivocally that the workshop experience per se was responsible for the more positive attitudes measured on the post-opinionnaire. Certainly, the findings reported of significant changes are not inconsistent with that interpretation but, strictly speaking, do not require it. Second, no attempt was made to assess the practical significance of the positive attitude change apart from its statistical significance. To do so would seem to require a value judgment not relevant to the performance objective as stated. Positive change did occur in a systematic way that was very unlikely due to chance or random responding on the pre and post opinionnaires by the workshop participants.

II. EVALUATION OF STRUCTURAL COMMUNICATOIN EXERCISES

To examine the question of whether or not all Structural Communications exercises were equally effective with respect to the criteria specified in the first workshop objective, a single-factor analysis of variance was used to compare differences among means for the eight exercises on each criterion:

(1) developing better understanding of problems; (2) developing better understanding of alternative solutions to problems; and (3) generating new ideas and perspectives on implementation of advisory committee functions.

Tables 4, 5, and 6 present means and variances for each exercise and summarize the ANOVA results for each of the three criteria. Although these tables show some variation among the means for the various exercises on each criterion, the resulting F values (F=1.846; F=.904; and F=.227) were not significant at the .05 level. Consequently, there is no support in the data for the hypothesis that the Structural Communication exercises are differentially effective. In other words, the eight exercises should be considered equally effective in attaining the first workshop objective.

TABLE 4

MEANS, VARIANCES AND ANOVA RESULTS FOR COMPARISONS AMONG EXERCISES ON CRITERION 1--Developing Better Understanding Of Problems

Exercise	N	Mean	Variance
1	49	2.57	.583
2	69	2.52	.577
3	75	2.43	.626
4	52	2.54	.763
5	25	2.40	.333
6	23	2.61	.673
7	22	2.46	.736
8	26	1.96	.598

Source of Variation	d.f.	Variance Estimate	F-Value
Exercises	7	1.191	1.846 n.s.
Error	333	.645	
TOTAL	340		

TABLE 5

MEANS, VARIANCES, AND ANOVA RESULTS FOR COMPARISONS AMONG EXERCISES ON CRITERION 2--Developing Positive Alternative Solutions

Exercise	N	Mean	Variance
1	49	2.14	.500
2	69	2.15	1.332
3	75	2.24	.698
4	52	2.29	.562
5	25	1.92	.410
6	23	2.48	1.079
7	22	2.27	.589
8	26	2.12	.648

Source of Variation	d.f.	Variance Estimate	F-Value
Exercises	7	.704	.904 n.s.
Error	333	.779	
TOTAL	340		

TABLE 6

MEANS, VARIANCE, AND ANOVA RESULTS FOR COMPARISONS AMONG EXERCISES ON CRITERION 3--Generating New Ideas Or Perspectives

Exercise	N	Mean	Variance
1	49	2.76	.439
2	69	2.75	.453
3	75	2.71	.588
4	52	2.65	.819
5	25	2.56	.757
6	23	2.70	.858
7	22	2.96	.426
8	26	2.54	.658

Source of Variation	d.f.	Variance Estimate	F-Value
Exercises	7	.434	.227 n.s.
Error	333	1.910	
TOTAL	340		

Useful criticism was offered for all eight Structural Communications exercises on the final section of the Exercise Reaction Sheet (Part III). Respondents were asked to identify by checking a list any problems encountered in the discussions generated by the Structural Communications exercises. Table 7 lists the problems and frequencies of times each problem was checked by respondents for all exercises in all workshops.

TABLE 7

FREQUENCY OF VARIOUS TYPES OF PROBLEMS ENCOUNTERED IN DISCUSSION USING STRUCTURAL COMMUNICATIONS EXERCISES (N = 149)

Problem Type	Frequency	% of All Problems
Task too difficult	5	3
Task-related materials confusing	122	64
Group dominated by one or two friends	13	7
Group members were competing	12	6
Too much joking and horsing around	6	3
Too much anxiety and uptightness	4	2
Some participants were inattentive and withdrawn	28	15
TOTAL	190	100

There were 149 different participants (35%) who checked a total of 190 problems. As Table 7 indicates, nearly two-thirds of the problems checked occurred in the single category--"Task-related materials were confusing." Apparently some printed materials used in the Structural Communication exer-

cises were a problem for a substantial number of participants (29%), perhaps due to the novel approach used in these materials. Few other problems were noted, however, by those who checked problems encountered. Sixty-five percent of the workshop participants did not check any problems.

Not all exercise materials were considered equally confusing, however, based on the distribution of those who indicated this problem across exercises. Exercises 1, 3, and 4 received this comment more frequently than the others. For these three exercises between 40 and 60 percent of the individuals who checked problems reported some confusion in using the printed materials. Although it is impossible to pinpoint the difficulty, "problem statements", "response matrices", and "diagnostic" sections varied for each exercise. Format and procedure were identical for all exercises.

SUMMARY

The In-Service Workshops appear to have satisfied their objectives. Responses to various evaluation instruments suggest (a) that participants in the workshops felt that they developed greater levels of awareness of advisory committee functions which were supported by specific examples to validate their self-report and (b) that participants went away from the workshops with more positive attitudes toward advisory committee functions than when they arrived.

The eight Structural Communications exercises were judged equally effective with respect to the major criteria of the evaluation. Some participants using some exercises (particularly 1, 3, 4) noted that "task-related materials were confusing." Few other problems were reported in using the Structural Communications exercises. Sixty-five percent of the participants indicated that no problems were encountered in using these exercises.

Appendix B
Letter Follow-Up Project Cover

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

JOHN W. PORTER
Superintendent of
Public Instruction

Vocational-Technical Education Service

Box 928, Lansing, Michigan 48904

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Ex-Officio

May 5, 1976

Dear Colleague:

I am writing you this letter to urge your cooperation in helping Mr. Joseph Skupin, Director of the Sanilac Skill Center, conduct a follow-up evaluation study on the effectiveness of the in-service program on the use of advisory committees in vocational education. Mr. Skupin was an integral part of the team from Central Michigan University who worked on the original development of the in-service package under a grant from the Vocational-Technical Education Service/ Michigan Department of Education. Because of his involvement in this project, Mr. Skupin has the background and understanding necessary to be in a unique position to conduct the kind of follow-up evaluation he is now proposing.

As a member of the Michigan Department of Education, I am most anxious to see this kind of a study initiated since it will provide both the Department and vocational educators throughout Michigan with vital information with how we might improve future in-service activities of this nature.

For a long time, members of the vocational education community have tried to help vocational educators to improve their use of citizen advisory groups. The Michigan Department of Education over the past three years has worked to improve the functioning of these advisory groups by helping those vocational educators who work with citizen groups to increase their skill and understanding of how to effectively use lay advisory committees.

Good intentions and sound professional judgment have been the basis for this strategy. We are now anxious to put our assumptions to the test and gather empirical data in order to determine just how effective our past efforts have been.

Realizing that your time is limited and that you probably receive many information requests from a variety of outside agencies, I am somewhat hesitant to ask you to pause so that you might assist Mr. Skupin in this effort. I am, however, convinced that it is both worthwhile and necessary for the Michigan Department of Education to learn from experience and thereby improve the professional development programs of this State. I, therefore, request that you do everything possible to help Mr. Skupin in conducting this evaluation study.

With sincere appreciation,

Robert J. Weishan
Supervisor
Personnel Development Unit

RJW:skv

Appendix C
Part One of Questionnaire

USE OF ADVISORY COMMITTEES IN MICHIGAN

Basic Vocational Director--Occupational Dean

Purpose: The purpose of this survey is to obtain additional input regarding the functioning of Occupational (craft) Advisory Committees in secondary and post-secondary occupational programs throughout the State of Michigan. All returns will be anonymous, and, therefore, we would appreciate your most candid and direct appraisal of the function of Occupational Advisory Committees in your school.

Directions: This questionnaire is divided into two parts. Part 1 indicates your possible involvement with the In-Service Program for the "Effective Utilization of Advisory Committees," and Part 11 is a questionnaire concerning the eight functions of advisory committees and is subdivided into specific activities which an Occupational Advisory Committee might be expected to perform.

Part 1 For each of the Questions A and B, simply respond by checking the appropriate reaction.

Part 11 For each of the activities, the study is attempting to determine the level of functions being performed by your Advisory Committees and the degree to which you feel they should be performing these and other functions. Your responses should be directed at the activities of the Occupational (craft) Advisory Committees which is associated with your program or programs.

For each activity check the form once for "Existing Degree of Use" and once for "Suggested Degree of Use." The code letters "N", "I", and "F" are defined as:

N = Never
I = Infrequent
F = Frequent

In the space marked "Other," please feel free to indicate any additional activities which you feel should be included in the functions of Occupational Advisory Committees. Additional space is also provided for you to write in any specific problems which you feel are associated with the activities of Occupational Advisory Committees.

IF AT ALL POSSIBLE, THE FORM SHOULD BE RETURN MAILED BY JUNE 11, 1976.

QUESTIONNAIRE PART 1

A. Did you participate in the In-Service Workshops conducted for "Effective Utilization of Advisory Committees? These workshops were conducted beginning in the fall of 1974.

Yes_____
No_____

B. Did you utilize the self instructional program regarding the "Effective Utilization of Advisory Committees?"

Yes_____
No_____

Please turn to the next page and complete Part 11.

Appendix D
Part Two of Questionnaire

Part 2

MAJOR COMMITTEE FUNCTIONS	Existing Degree of Use			Suggested Degree of Use		
	N	I	F	N	I	F
1. Occupational Surveys						
A. Use of Michigan Manpower Development Handbook.....	___	___	___	___	___	___
B. Consultation with Michigan Employment Security Commission...	___	___	___	___	___	___
C. Use of Occupational Outlook Handbook.....	___	___	___	___	___	___
D. Surveys Community Needs.....	___	___	___	___	___	___
E. Use of Community Survey Data.....	___	___	___	___	___	___
F. Other (specify)_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
G. Problems Related to the Above_____	___	___	___	___	___	___
_____						
_____						
2. Course Content Advisement						
A. Identification of Occupational Competencies.....	___	___	___	___	___	___
B. Development of Program Goal Statements.....	___	___	___	___	___	___
C. Review of Topical Outlines.....	___	___	___	___	___	___
D. Review of Performance Objectives.	___	___	___	___	___	___
E. Other (specify)_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
F. Problems Related to the Above_____	___	___	___	___	___	___
_____						
_____						
_____						
3. Student Placement						
A. Organization of Employer-Student Conferences.....	___	___	___	___	___	___
B. Notification of Job Openings.....	___	___	___	___	___	___
C. Writing Recommendation Letters for Students.....	___	___	___	___	___	___
D Employment of Graduates.....	___	___	___	___	___	___
E. Review of Follow-up Studies.....	___	___	___	___	___	___
F. Liason with M.E.S.C.....	___	___	___	___	___	___
G. Other (specify)_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
H. Problems Related to the Above_____	___	___	___	___	___	___
_____						
_____						
_____						

MAJOR COMMITTEE FUNCTIONS	Existing Degree of Use			Suggested Degree of Use		
	N	I	F	N	I	F
4. Community Public Relations						
A. Speaking to Civic Groups.....	___	___	___	___	___	___
B. Input at Program Funding Activities.....	___	___	___	___	___	___
C. Input at Public Hearings.....	___	___	___	___	___	___
D. Promoting the Program Via the Media.....	___	___	___	___	___	___
E. Development of Promotional Materials.....	___	___	___	___	___	___
F. Other (specify)_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
G. Problems Related to the Above_____						
_____						
_____						
_____						
5. Equipment and Facilities						
A. Review of Equipment and Facilities.....	___	___	___	___	___	___
B. Survey of Equipment in Industry..	___	___	___	___	___	___
C. Suggesting Equipment Replacement.	___	___	___	___	___	___
D. Calculation of Depreciation Allowances.....	___	___	___	___	___	___
E. Suggesting Bid Solicitation Procedures.....	___	___	___	___	___	___
F. Soliciting Equipment Donations...	___	___	___	___	___	___
G. Other (specify)_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
H. Problems Related to the Above_____						
_____						
_____						
_____						
6. Program Staffing						
A. Review of Teacher Selection Criteria.....	___	___	___	___	___	___
B. Suggesting Recruitment Policities.	___	___	___	___	___	___
C. Recommending Potential Candidates.	___	___	___	___	___	___
D. Review of Teaching Applicants.....	___	___	___	___	___	___
E. Other (specify)_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
Problems Related to the Above_____						
_____						
_____						
_____						
_____						

MAJOR COMMITTEE FUNCTIONS	Existing Degree of Use			Suggested Degree of Use		
	N	I	F	N	I	F
7. Program Review						
A. Evaluation of Student Performance.....	___	___	___	___	___	___
B. Evaluation of Teacher Performance.....	___	___	___	___	___	___
C. Use of Annual State Department Review Questionaire.....	___	___	___	___	___	___
D. Suggestions for Program Improvement.....	___	___	___	___	___	___
E Comparing Accomplishments with Stated Objectives.....	___	___	___	___	___	___
F. Making Periodic Reports to Administration.....	___	___	___	___	___	___
G. Other (specify)_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
H. Problems Related to the Above_____						
_____						
_____						
_____						
Obtaining Community Resources						
A. Arranging Field Trips.....	___	___	___	___	___	___
B. Recommending Potential Co-op Work Stations.....	___	___	___	___	___	___
C. Identifying Community Resources.	___	___	___	___	___	___
D. Obtaining Personnel for Classroom Presentations	___	___	___	___	___	___
E. Obtaining Consultants for Teachers.....	___	___	___	___	___	___
F. Other (specify)_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
G. Problems Related to the Above_____						
_____						
_____						
_____						

NOTE: Please return the completed questionaire in the self-addressed, stamped envelope by June 11, 1976.

Vocational Education Advisory Committee Project
27752 Haverhill
Warren, Michigan 48092

Appendix E
Local Action Plan - Part II Assessment and Goal Setting

USE OF ADVISORY COMMITTEES IN MICHIGAN

Dear Workshop Participant:

As you may recall, in the Fall of 1974, Central Michigan University and the Vocational-Technical Education Service conducted a series of In-Service Workshops regarding the Effective Utilization of Advisory Committees. We are asking you to complete the attached evaluation forms, which are: (1) Form A - Assessment and Goal Setting, and (2) Form B - Evaluation of Advisory Committee Workshop.

FORM A - ASSESSMENT AND GOAL SETTING

A portion of the above mentioned workshops was dedicated to Local Action Planning--Assessment and Goal Setting. In an effort to complete a comparative analysis of your assessment of advisory committees that you completed during the initial workshops, we are asking that you again fill out the Assessment and Goal Setting section of the Local Action Plan.

Assessment and goal setting are essential components of a process to bring about meaningful change. It is not a competitive task. Rather, it is designed as an individualized process through which a specific school, institution, program, or district can assess their current level of activity and establish short term or long-range goals. The following steps will develop these components.

Assessment and Goal Setting

- Fill in your social security number (last four digits only)
- Indicate the date you have filled out this form.
- Estimate the present level of advisory committee activity, and place a small dot on the appropriate intersection of the grid. This need not be a precise judgment, but a subjective measure of advisory committee activity as viewed by you.
- Do not assess any functions or activities that are not used by your committee(s).
- Connect the assessment dots by means of a solid straight line. Now you have what is called your present assessment of advisory committee utilization.

FORM B - EVALUATION OF THE ADVISORY COMMITTEE WORKSHOP

The second phase of this evaluation involves your perceptions of the workshop in which you were involved regarding the "Effective Utilization of Advisory Committees." The following steps for completing Form B will help us to analyze your perceptions.

Evaluation of the Advisory Committee Workshop

- For Questions 1-18, simply respond by checking yes or no to the question regarding some aspect of the workshop.

- Please indicate (if you can recall) the name of your workshop leader(s) - Question 19.

- Also, if you can recall the date and location of the workshop you participated in, please respond to Questions 20 and 21.

- Finally, please respond to Question 22 by indicating your feeling toward the overall impression left by the workshop.

If you could return the completed forms in the self addressed stamped return envelope by Friday, June 11, 1976, it would be greatly appreciated.

Vocational Education Advisory
Committee Project
27752 Haverhill
Warren, Michigan 48092

LOCAL ADVISORY COMMITTEE ACTION PLAN

ASSESSMENT AND GOAL SETTING DEVELOPMENT

Social Security No._____
Date_____

PURPOSE:

THIS INSTRUMENT IS INTENDED TO PROVIDE AN AVENUE FOR SELF-ASSESSMENT REGARDING THE UTILIZATION COMMONLY PERFORMED BY ADVISORY COMMITTEES. IN ADDITION IT WILL ASSIST IN PROCESS OF ESTABLISHING GOALS FOR THE EFFECTIVE UTILIZATION OF ADVISORY COMMITTEES.

Local Action Plan Assessment for:
(Type of Program)

_____

(A) - Occupational Committee_____
(B) - General_____
(Check One)

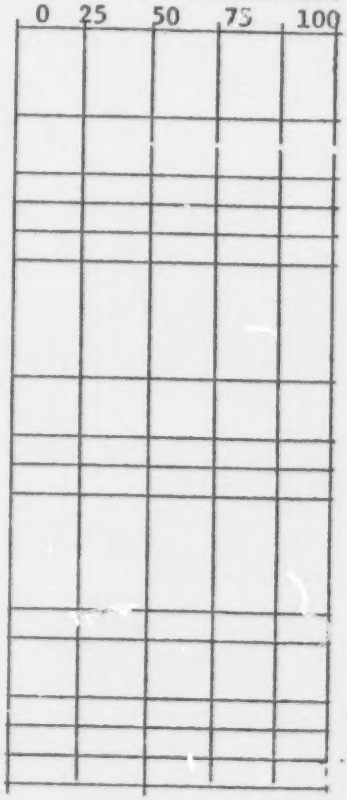
FUNCTION

1. Occupational Surveys
   - A. Use of the Local Manpower Planning Handbook . . . . . .
   - B. Consultation with Michigan Employment Security Commission . . . . .
   - C. Use of Occupational Handbook . . .
   - D. Surveys Community Needs . . . . . .
   - E. Use of Community Survey Data . .

2. Course Content Advisement
   - A. Identification of Occupational Competencies . . . . . .
   - B. Development of Program Goal Statements . . . . . .
   - C. Review of Topical Outlines
   - D. Review of Performance Objectives

3. Student Placement
   - A. Organization of Employer-Student Conferences . . . . . .
   - B. Notification of Job Openings . . .
   - C. Writing Recommendation Letters for Students . . . . . .
   - D. Employment of Graduates . . . . .
   - E. Review of Follow-up Studies . . .
   - F. Liaison with MESC . . . . . .

PERCENT OF UTILIZATION



FUNCTION

PERCENT OF UTILIZATION

0 25 50 75 100

4. Community Public Relations
   - A. Speaking to Civic Groups . . . . . .
   - B. Input at Program Funding Activities
   - C. Input at Public Hearings . . . .
   - D. Promoting the Program Via the Media
   - E. Development of Promotional Materials

5. Equipment and Facilities
   - A. Review of Equipment and Facilities .
   - B. Survey of Equipment and Industry . .
   - C. Suggesting Equipment Replacement . .
   - D. Calculation of Depreciation Allowances
   - E. Soliciting Equipment Donations . . .

6. Program Staffing
   - A. Review of Teacher Selection Criteria
   - B. Suggesting Recruitment Policies . .
   - C. Recommending Potential Candidates .
   - D. Review of Teaching Applicants . . .

7. Program Review
   - A. Evaluation of Student Performance . .
   - B. Evaluation of Teacher Performance . .
   - C. Use of Annual State Department Review Questionnaire . . . . . .
   - D. Suggestions for Program Improvement .
   - E. Comparing Accomplishments with Stated Objectives . . . . . .
   - F. Making Periodic Reports to Administration . . . . . .

8. Community Resources
   - A. Arranging Field Trips . . . . . .
   - B. Recommending Potential Co-op Work Stations . . . . . .
   - C. Identifying Community Resources . . .
   - D. Obtaining Personnel for Classroom Presentations . . . . . .
   - E. Obtaining Consultants for Teachers . .

FORM B

EVALUATION OF THE ADVISORY COMMITTEE WORKSHOP

Yes	No		
		1.	Did the workshop meet your expectations?
		2.	Did the workshop provide you with new useful information?
		3.	Did you learn new skills which you can use in your work?
		4.	Will you be better able to work with advisory groups?
		5.	Will you use your new advisory group skills?
		6.	Did the workshop facilities contribute to effective learning?
		7.	Was the workshop well organized?
		8.	Did you have sufficient opportunity to participate?
		9.	Did the workshop leader(s) provide good leadership?
		10.	Was the slide/tape or filmstrip effective and useful?
		11.	Was the time allotted sufficient?
		12.	Were the communication exercises useful?
		13.	Was the resource section useful?
		14.	Will you use the workshop materials on the job?
		15.	Do you think the workshop was worth your time?
		16.	Have you made up an action plan for your advisory group?
		17.	Would you complete the rest of the exercises?
		18.	Were you given the Advisory Committee Handbook--"A Guide for the Effective Utilization of Advisory Committees"?

19. Name of the workshop leader(s)

Name _____

Name _____

Name _____

20. Date of Workshop_____

21. Location of Workshop

_____

22. This workshop was_____excellent_____good_____so-so_____quite poor _____no good. (Check one)

Appendix F
Form B - Color Coded Pink

USE OF ADVISORY COMMITTEES IN MICHIGAN

Dear Workshop Participant:

As you may recall, you were a participant in an In-service Workshop regarding the Effective Utilization of Advisory Committees which was co-sponsored by the Vocational-Technical Education Service. In an effort to assess your perceptions of the workshop you were involved in, we are requesting that you react to the attached form, Evaluation of the Advisory Committee Workshop.

The following steps for completing the attached form will help us to analyze your perceptions.

Evaluation of the Advisory Committee Workshop

- For Questions 1-18, simply respond by checking yes or no to the question regarding some aspect of the workshop.
- Please indicate (if you can recall) the name of your workshop leader(s) - Question 19.
- Also, if you can recall the date and location of the workshop you participated in, please respond to Questions 20 and 21.
- Finally, please respond to Question 22 by indicating your feeling toward the overall impression left by the workshop.

If you could return the completed forms in the self addressed stamped return envelope by Friday, June 11, 1976, it would be greatly appreciated.

Thank you for your help,

Frank Skupin

Joseph Skupin, Project Director
Vocational Education Advisory
Committee Project
27752 Haverhill
Warren, Michigan 48092

FORM B

EVALUATION OF THE ADVISORY COMMITTEE WORKSHOP

Yes	No	
		1. Did the workshop meet your expectations?
		2. Did the workshop provide you with new useful information?
		3. Did you learn new skills which you can use in your work?
		4. Will you be better able to work with advisory groups?
		5. Will you use your new advisory group skills?
		6. Did the workshop facilities contribute to effective learning?
		7. Was the workshop well organized?
		8. Did you have sufficient opportunity to participate?
		9. Did the workshop leader(s) provide good leadership?
		10. Was the slide/tape or filmstrip effective and useful?
		11. Was the time allotted sufficient?
		12. Were the communication exercises useful?
		13. Was the resource section useful?
		14. Will you use the workshop materials on the job?
		15. Do you think the workshop was worth your time?
		16. Have you made up an action plan for your advisory group?
		17. Would you complete the rest of the exercises?
		18. Were you given the Advisory Committee Handbook--"A Guide for the Effective Utilization of Advisory Committees"?

19. Name of the workshop leader(s)

Name _____

Name _____

Name _____

20. Date of Workshop_____

21. Location of Workshop

_____

22. This workshop was_____excellent_____good_____so-so_____quite poor _____no good. (Check one)

Appendix G
Listing of Certified Second Party Trainers

TEACHER EDUCATORS TRAINED AS WORKSHOP LEADERS

Central Michigan University

Jackson Anderson
Wells Cook
Franklyn Ingram
Jerald Lounsbury
Robert Miller
Alan Rabe
Freddie Simonds

Eastern Michigan University

Paul Kuwik
Robert Ristau
H. James Rokusek
Billie Lou Sands
John Waidley
Dr. Rosemary DeLoach

Ferris State College

Paul Hoeksema
George Storm

Madonna College

D. Slobodian
Chris Ziegler

Michigan State University

Lawrence Borosage
George Ferns
O. Donald Meaders
Arnold Mokma

Northern Michigan University

Jane Bemis
Edward Cory
Thomas Meravi
Chris Olson
Paul Renshaw
George Baker

Siena Heights College

Richard Kury

University of Michigan

John Odbert

Wayne State University

Willard Bateson
John Bies

Western Michigan University

Margaret Brennan
Raymond Dannenberg
Earl Halvas
Charles Risher

Central Michigan University
Project Staff

Leslie H. Cochran
L. Allen Phelps
Joseph F. Skupin

Appendix H
Cover Letter to Second Party Trainers

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

JOHN W. PORTER
Superintendent of
Public Instruction

Vocational-Technical Education Service

Box 928, Lansing, Michigan 48904

STATE BOARD OF EDUCATION
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BARBARA J. ROBERTS
NORMAN OTTO STOCKMEYER, SR.
ROGER TILLES
GOV. WILLIAM G. MILLIKEN
Ex-Officio

May 5, 1976

Dear Colleague:

I am writing you this letter to urge your cooperation in helping Mr. Joseph Skupin, Director of the Sanilac Skill Center, conduct a follow-up evaluation study on the effectiveness of the in-service program on the use of advisory committees in vocational education. Mr. Skupin was an integral part of the team from Central Michigan University who worked on the original development of the in-service/ pre-service package under a grant from the Vocational-Technical Education Service/ Michigan Department of Education. Because of his involvement in this project, Mr. Skupin has the background and understanding necessary to be in a unique position to conduct the kind of follow-up evaluation he is now proposing.

As a member of the Michigan Department of Education, I am most anxious to see this kind of a study initiated since it will provide both the Department and vocational educators throughout Michigan with vital information with how we might improve future in-service/pre-service activities of this nature.

For a long time, members of the vocational education community have tried to help vocational educators to improve their use of citizen advisory groups. The Michigan Department of Education over the past three years has worked to improve the functioning of these advisory groups by helping those vocational educators who work with citizen groups to increase their skill and understanding of how to effectively use lay advisory committees.

Good intentions and sound professional judgment have been the basis for this strategy. We are now anxious to put our assumptions to the test and gather empirical data in order to determine just how effective our past efforts have been.

Realizing that your time is limited and that you probably receive many information requests from a variety of outside agencies, I am somewhat hesitant to ask you to pause so that you might assist ' . Skupin in this effort. I am, however, convinced that it is both worthwhile and necessary for the Michigan Department of Education to learn from experience and thereby improve the professional development programs of this State. I, therefore, request that you do everything possible to help Mr. Skupin in conducting this evaluation study.

With sincere appreciation,

Robert J. Weishan
Supervisor
Personnel Development Unit

RJW:skv

Appendix J
Second Party Trainer Questionnaire

USE OF ADVISORY COMMITTEES IN MICHIGAN

Workshop Leader Questionnaire

Purpose. The purpose of this questionnaire is to obtain information regarding the implementation of the materials developed by means of the Vocational Education Advisory Committee Project within the pre-service programming at your institution.

Directions: Please respond to the following questions by using check-offs or supplying statements as requested. If at all possible, the completed form should be returned by mail by June 10,1976, in the enclosed self addressed, stamped envelope.

1. Name of Institution_____

2. Are you aware of the utilization of any of the materials developed by means of the Vocational Education Advisory Committee Project in any existing vocational education courses at your institution?

Yes_____
No_____

If you answered "yes," please list course names and numbers.

_____ _____
_____ _____

3. Are you aware of the development of any new courses regarding the advisory committee concept at your institution?

Yes_____
No_____

If you answered "yes," please list course names and numbers.

_____ _____
_____ _____

Are you anticipating the use of any of the materials developed by the Vocational Education Advisory Committee Project for this course(s)?

Yes_____
No_____

Please list the materials you are utilizing or may utilize.

_____ _____
_____ _____

4. If the answers to questions 2, 3 and 4 were "no," do you plan on using the advisory committee materials in any future course revisions or course additions?

Yes_____
No_____

If so, please list the materials you may utilize.

_____ _____

_____ _____

PLEASE RETURN NO LATER THAN JUNE 10, 1976. YOUR COOPERATION WILL BE APPRECIATED.

VOCATIONAL EDUCATION ADVISORY COMMITTEE PROJECT
27752 Haverhill
Warren, Michigan 48092

Appendix K
Follow-Up Letter

June 14, 1976

Dear Colleague:

Recently you received a questionnaire relating to the use of advisory committees in vocational education. As was indicated in the accompanying cover letter, the study is an attempt to determine the effectiveness of the Vocational Education Advisory Committee Project co-sponsored by Central Michigan University and the Vocational-Technical Education Service.

If you have responded to our questionnaire, we deeply appreciate your cooperation. However, if you have not had the opportunity to respond, I would like to request that you do so by June 28, 1976, if possible. Thank you for your cooperation in this matter.

Sincerely,

Joseph F. Skupin

Joseph F. Skupin
Project Director

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Appendix L
Summary of Comments from Workshop Leaders Concerning Course Name and Numbers
Utilizing Materials Developed By Means of the Advisory Committee Project

APPENDIX L

SUMMARY OF COMMENTS FROM WORKSHOP LEADERS CONCERNING COURSE NAME AND NUMBERS UTILIZING MATERIALS DEVELOPED BY MEANS OF THE ADVISORY COMMITTEE PROJECT.

NAME OF INSTITUTION	COURSE NUMBER AND NAME
Central Michigan University	BED356 - Methods of Distribution Education BED551 - Coordination Techniques BED552, IET552, & HEC552 - Problems in Vocational Education HEC480, HEC780 - Career Education Workshops.
Eastern Michigan University	IED552- Principles of Vocational/ Technical Education IED661 -Evaluation of Industrial Education BED222- Office Simulation BED468- Coordination of Cooperation Programs
Ferris State College	ED425 - Methods of Teaching Occupational Subjects
Northern Michigan University	IE480 - Basic Concepts of Vocational Education IE482 - Methods of Vocational Education HE350 - Materials and Methods of Home Economics HE450 - Vocational Home Economics
Madonna	EDU442 - Principles of Vocational Education EDU468 - Methods and Media Vocational Education
University of Michigan	NONE
Michigan State University	ED822F - Occupational Analysis and Course Construction in Agriculture ED822N - Programs in Occupational and Arts Education ED822P - Coordination in Occupational Education ED853 - Administration of Vocational Education Programs.
Siena Heights College	ED301 - Occupational Analysis . ED344 - Curriculum Development and Methods of Vocational Education

NAME OF INSTITUTION	COURSE NUMBER AND NAME
Wayne State University	TED6199 - Coordination of Co-op Programs TED7195 - Administration and Supervisory Functions in Vocational Education
Western Michigan University	572 - Principles of Vocational Education 573 - Coordination Techniques in Cooperative Education 680 - Principles of Business Education

Appendix M
Summary of Comments from Workshop Leaders Regarding Material Utilization in On-Going or new Programs

APPENDIX M

SUMMARY OF COMMENTS FROM WORKSHOP LEADERS REGARDING MATERIAL UTILIZATION IN ON-GOING OR NEW PROGRAMS.

NAME OF INSTITUTION	COMMENTS
Central Michigan University	1. I have used the materials in several off-campus classes and workshops. 2. Much of the material developed under the grant was difficult for Consumer Home Economics teachers to apply. 3. It was difficult to use without instruction. 4. Many of the Vocational Education Administrators who were involved in the workshops are not helping teachers to use the material.
Eastern Michigan University	1. Handbook
Morthern Michigan University	1. All structual communications exercises. 2. Use all as reference material in both graduate and undergraduate courses for teachers. 3. Bits and pieces of the booklet are integrated into the course. It is difficult to integrate as is.
University of Michigan	1. Sam Burt letter
Michigan State University	1. Slide/tape and portions of notebook. 2. Film and handbook, film used for introduction and handbook as part of reference
Siena Heights College	1. Guide for Effective Utilization of Advisory Committees. 2. Slide/tape